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ABSTRACT

The profiles of programs collected in this report were developed as part of the Child Care Partnership Project, a multi-year technical assistance effort. The Partnership Project provides a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. Profiles are provided on the following public-private partnerships: (1) 1199/Employer Child Care Fund; (2) Babyland Family Services, Inc.; (3) Child Care 2000 Campaign; (4) The Child Care Executive Partnership; (5) Coastal Enterprises Child Care Development Project; (6) ConAgra-Paul's Place; (7) Down East Partnership for Children; (8) Early Childhood Professional Development Project; (9) Employers' Child Care Alliance; (10) Georgia Voluntary Prekindergarten Program; (11) Indiana Child Care Symposium Initiative; (12) Michigan Child Care Futures Project; (13) MOST; (14) New York City Beacons Initiative; (15) North Carolina Partnership for Children (Smart Start); (16) North Dakota Infant/Toddler Enrichment Program; (17) One Small Step; (18) Oregon's Child: Everyone's Business: (19) PlusTime New Hampshire; (20) Ready To Succeed Colorado Partnership; (21) San Francisco Child Care Facilities Fund; (22) Success By[TM] 6 Boston, United Way of Massachusetts Bay; (23) T.E.A.C.H. Early Childhood[TM] Project; and (24) Texas Employer Coalition Initiatives. Each profile provides a brief description of the program and discusses partners, history and development, current activities, resources, results, sustaining and replicating the program, lessons learned, and contact information. (EV)

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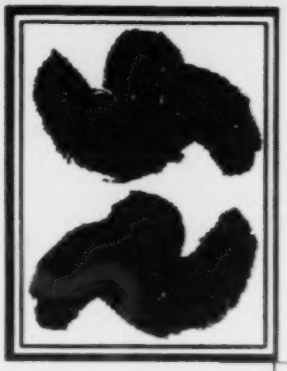

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The Child Care Partnership Project

Profiles of Public-Private Partnerships for Child Care

PS 027802

U.S. Department of Health and Human Services
Administration for Children and Families
Child Care Bureau

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U.S. Department
of Health and
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Administration for
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1199/Employer Child Care Fund

Description

In New York City, the 1199 Health and Human Service Employees Union did more than bargain for better wages for its workers. This union of health care workers also negotiated with employers to help provide services to the children of union members. The 1199/Employer Child Care Fund was the result. The fund provides programs, child care resources, and information to thousands of union families. Under the terms of a collective bargaining agreement, employers support the fund. The goal is to increase the quality of child care programs for the children of their workers.

Partners

The board of the Fund consists of two partners: the union officials and the hospital management. There are 26 people who serve on the labor management board, as well as 184 employers who contribute to the fund. Other fund partners include:

- New York City Board of Education;
- New York University Metropolitan Center;
- the Harlem School of the Arts;
- YMCAs; and
- community agencies.

History and Development

Employer demands usually were the topic of discussion at meetings between the union and employers. In the 1980s, however, members of the health care workers union 1199 in New York City worried about more than just overtime and wages. In meetings with employers, members said that they needed quality, affordable child care. A survey of the union membership confirmed that child care was a top priority for workers.

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In 1989, the union's collective bargaining agreement with 17 employers included a provision that 0.5 percent of the gross payroll would go toward a child care fund. In 1991, the fund hired a director to manage the 1199/Employer Child Care Fund, and in 1992, the fund started to operate. The number of employers contributing has grown from the original 17 to 184, and covers approximately 45,000 union members who are parents. Approximately half of the union members have children under the age of 17 and are eligible for benefits.

In 1997, the 1199 Fund served 6,500 children through its services and programs. In 1998, the fund projects that it will serve more than 9,500 children.

Current Activities

The 1199/Employer Child Care Fund has always focused on improving access to quality child care. These values have guided the use of the funds in developing several direct programs for union members.

- The 1199 Future of America Learning Center in the North Bronx has been in operation since 1993. The facility cares for 70 children, ages 2 to 5, and is accredited by the National Association for the Education of Young Children (NAEYC). The facility is open to the community. However, union families make up 78 percent of the center's users and receive priority for admission and tuition subsidies. Another center will be opened soon at the Brookdale Hospital.
- A summer camp in Greenwich Village uses a public school building for its operation. The camp has been in existence for four years and mainly serves children whose parents work at the St. Vincent's Hospital.
- Workforce 2000, a partnership with New York University, is a program geared toward

teenagers. This program provides various options to help students plan for future success, including skill development, mentoring by college students, workshops on applying to and staying in college, and computer work.

The 1199 /Employer Child Care Fund also provides a variety of other services:

Child care resource and referral. Agents fielded 15,000 calls and made 2,000 referrals in 1998.

Summer and holiday camps. The Fund provides referrals to some camps and contracts with other camps to provide slots for union members' children. It also provides vouchers to members for camps of their choice, including those that serve special needs children.

Cultural and arts programming on weekends. Weekend scheduling is a requirement of the union contract, and the Fund provides special child care programming for parents who work weekends.

Direct subsidies. 4,000 employees receive vouchers to reimburse child care expenses on a quarterly basis.

Resources

In 1998 the Fund received $8.5 million from union employers. Employers pay either 0.3% or 0.5% of their gross payroll to the Child Care Fund. NYU and service providers who reduce tuition for Fund members also contribute resources. Parents may also make a co-payment for child care in some programs.

The Fund draws its resources from the collective bargaining agreement between the employers and the 1199 Health and Human Service Employees Union. The Fund is not a legal part of the union, but administers the trust for the Board of Trustees and all the local child care committees that represent the parents at each hospital and home.

Results

Although there are currently no statistics on employee satisfaction with the program, it has been growing steadily. In informal surveys, parents express their appreciation for and the value of the Fund's programs. Every year, a growing number of parents ask about upcoming programs.

While employers have not given official feedback to the partnership, some have reported noticing that their employees have fewer worries about their children. In some cases, tardiness has declined. Fewer worries about family result in more productive employees.

Sustaining and Replicating

The future of the Fund is secure, as indicated by the growing number of employers who contribute to the Fund and the growing number of employees who seek its assistance. The Fund was not modeled on any other partnership, but since its inception, staff have consulted with unions in other states about starting similar programs.

Lessons Learned

Document quality. It is a challenge to find a systematic way to document the qualitative benefits of a program like the Fund, but it is important to find a way to step back from the day-to-day operations to measure how well services are actually being delivered. This type of evaluation will involve the input of both union and employer representatives.

Work out problems honestly and quickly. Barriers between organizations often slow down the real work. The Fund has found that it is important to be flexible and honest about issues and to encourage trust and flexibility.

Build support for quality. Quality child care centers and programs require a well-trained and diverse staff that spends a lot of time planning and establishing good practices.

Dispel the traditional notions of child care. One of the biggest challenges has been to dispel the common notions about child care as babysitting, and to promote the ideals of high-quality, age-appropriate, and systematic care. The Fund found that people have an old notion of child

care that does not consider school-age and teen-age issues. These issues are particularly essential in a high-growth environment.

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Babyland Family Services, Inc.

Description

Babyland Family Services, Inc., began in Newark, New Jersey in 1967 as a small nursery serving only 26 children. Today, it serves over 1,500 children, women, and families, and provides not only age-appropriate early childhood education, but also parenting skills; foster parent recruitment and training; family life counseling to domestic violence victims and abusers; training in community building; and other assistance to some of the area's most disadvantaged children and families. The services are provided by a network of partners in the community who are working to make Newark's neighborhoods safer places for children to live and grow.

Partners

Babyland delivers a broad spectrum of child care and family services through a wide variety of partnerships. Some of the partners include:

- New Community Corporation (NCC), a non-profit community development corporation;
- New Jersey Division of Youth and Families;
- Early Head Start;
- University of Medicine and Dentistry of New Jersey and NBI Medical Center;
- Northern New Jersey Maternal and Childcare Consortium;
- Newark Department of Health and Human Services;
- Essex County Community College, Newark Public Schools, and Newark Pre-School Council (a Head Start collaborative);
- New Jersey Family Service Bureau, Integrity House, New Jersey Preventive Child Abuse, New Jersey Division of Youth and Families, Newark Emergency Services, and Essex-Newark Legal Services; and
- St. Rose of Lima, Our Lady of Sorrows, Our Lady of Good Council Church, Caribbean Haitian Council (CAHACO), United Way, and Association for Children of New Jersey.

History and Development

After the 1967 riots, much of Newark's Central Ward lay in ruins. Residents lost housing and employment, and were desperately in need of social services. One of the greatest needs in the community was child care. Several grassroots organizations, including Babyland Nurseries, formed a cooperative network to provide support to the community. Babyland's Director, Mary Smith, and a coalition of suburban and inner-city women started Babyland Nursery, the first non-profit infant care program in New Jersey and one of the first such centers in the nation. Early support and funding came from Operation Housewives, a program that directed resources of suburban women to meet the needs of women in inner-city Newark.

The first Babyland Nursery served 26 children in a vacant seven-room apartment in a local housing project. Seven new Babyland sites were built over the years, with support from a variety of partners and resources. During the early years, Mary Smith, Babyland's founder, worked tirelessly to develop state guidelines for infant child care and to push the state to implement them. In 1973, Babyland received federal and state funding under the newly established state standards.

In 1989, Babyland established one of the first child care centers in the nation to care for the growing population of children with HIV/AIDS. Babyland also assists in removing "boarder babies"—babies who have been abandoned at birth—from hospitals and placing them in long-term foster homes. Lastly, Babyland partners with St. Rose of Lima School to offer after-school and summer enrichment programs, and community outreach.

Current Activities

Babyland has developed a unique set of services, using many components of Head Start, Early Head Start, and United Way's Success By 6®

models. Babyland provides child care for over 750 children aged 3 months to 4½ years in seven sites and two 24-hour 7-day facilities for foster children and domestic violence clients. In addition, Babyland services include:

- ***A family child care network*** that recruits, trains and supports family child care providers.
- ***Specialized child care and family services***, such as home visiting, foster and child care, and care for children who are homeless, abused and/or neglected, "boarder babies," children with HIV/AIDS, and children at risk of educational failure. Transportation is provided for many of the children.
- ***Medical services provided by pediatric and mental health specialists.*** Family-focused comprehensive counseling services are offered by social workers and home visitors. Babyland Family Services, Inc. provides medical and dental visits in partnership with Project Hope.
- ***Parent education and skill development.*** Training programs for parents teach parenting skills, as well as address abusive crisis situations, child development, health and nutrition education, access to public assistance benefits, and guidance on housing, education, and vocational training programs. Since 1988, Babyland has operated a parent education program for teenage mothers that offers counseling, parenting courses, and child development workshops.

Through Babyland's partners, at-risk families may also receive services such as affordable and transitional housing; dental and prenatal services; AIDS support; immunization; emergency shelter; child care information and referral; after-school care and summer enrichment programs; pre-school transition programs; counseling and intervention for family crises and substance abusers; and legal services. Programs also include workforce development, Youth Development Clinic (for teen parents), and community outreach to Newark's Latino and Haitian residents.

Resources

Babyland's current $7.7 million budget is supported by federal funds (14.7%), state sources (44.2%), county funds (11.6%), and city funds (14.8%). The remaining 14.7% comes from grants, parent fees, and other sources.

Babyland funders include:

- New Jersey Department of Community Affairs;
- United States Departments of Education, Health and Human Services, and Housing and Urban Development;
- Maternal Child Health Consortium;
- Administration for Children and Families;
- Early Head Start;
- private foundations, such as the Turrell and Schumann Funds; the All Kids Foundation, New Jersey Children's Trust; and Community Foundation of New Jersey;
- City of Newark;
- local businesses and industries; and
- community-based organizations such as hospitals, religious institutions, and private donors.

Private businesses, such as Fleet Bank, Prudential, AT&T, Blue Cross/Blue Shield, and the Athletes Association provide cash and technical support to on-site programs. In-kind gifts have included computers from Lucent Technology Co.

Results

All programs and services of Babyland have a formal evaluation to assess impacts and improved outcomes for children and their families. All services, including home visiting and the family care network, are modeled after Early Head Start practices and evaluated according to Early Head Start performance standards. Babyland also uses some of the performance standards of Success By 6® to measure the results of the program. These evaluations have shown that at-risk children provided with quality child care from birth to age 6 have higher rates of school success, college attendance, and employment.

Sustaining and Replicating

Babyland has been able to both sustain and expand its programs by working with many diverse partners in both the public and private sectors. As New Jersey implements welfare reform throughout the state, the need for child care is increasing. As a result, Babyland looks to expand its facilities and services. Future plans include:

- helping family child care providers apply for low-cost small business and economic development loans;
- creating additional child care slots and services by working with businesses, such as airline companies, to create a 24-hour child care center for employees who work non-traditional hours and second or third shifts; and
- working with communities to make their neighborhoods safer places for children to grow and learn.

Babyland has been used as a model for developing child care and comprehensive family services by other communities in New Jersey, as well as in Atlanta, Georgia, and South Africa. Babyland is also looked to as a national leader in linking affordable quality child care to economic development and comprehensive family services.

Lessons Learned

Collaboration is key to success. Through collaboration and partnership, Babyland and all of its community partners have used their combined resources to provide the services families need: housing, jobs, and child care. Babyland also has been able to tap the expertise of other collaborators, such as drug abuse programs, without having to develop or maintain those skills and facilities itself. This collaboration builds bridges, makes friends in the community, and provides for efficient delivery of services.

Find the right players and supporters. It is critical to identify and nurture key supporters. It took a long time to find the "right" people in state agencies and businesses, to develop a public relations/marketing plan, and to become known to potential supporters and funders. Babyland was able to develop fruitful relationships with key supporters by inviting them to visit its sites and letting the programs speak for themselves.

Work with a community development corporation (CDC). Babyland was able to move quickly because its leaders knew that even if funding was not readily available, the NCC would provide letters in the interim in support of Babyland's good track record and its commitment to quality service.

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Child Care 2000 Campaign

Description

Knowledge is power. The purpose of the Child Care 2000 campaign in Washington State is to use knowledge to empower consumers and policymakers to recognize and demand quality child care. Public- and private-sector partners are joining forces not only to heighten consumer awareness about appropriate child care, but also to change the perception of child care providers from that of babysitters to "parenting partners." Businesses give their financial support, media outlets donate advertising space, and the public and private child care community guides the direction of the campaign.

Partners

Nineteen community partners support the Child Care 2000 Campaign. Foundations and private and non-profit organizations also support the campaign with financial and in-kind contributions. The Washington State Child Care Resource and Referral Network, a private, non-profit association of community-based child care resource and referral agencies, coordinates the campaign with help from:

- state offices such as maternal and child health, child care, and public instruction;
- child care organizations for school-age care;
- Head Start; and
- public policy councils such as the Lutheran Public Policy Office, Migrant Council, and Child Care Coordinating Committee.

History and Development

In 1995, the Child Care 2000 Campaign was launched as a public-private partnership to improve the quality of care available to infants, toddlers, preschoolers, and school-age youth by informing parents of their child care options. It seeks to teach consumers and policymakers to discriminate between high-quality and inadequate care, with the goal of increasing the demand for and supply of high-quality care.

The campaign is divided into four phases. Phase 1 activities, which began in 1996, included extensive outreach to policymakers during the 1996 legislative session. Phases 2 through 4 target parents, businesses, and child care providers, phasing in messages addressed to each audience. Outreach efforts targeted at child care providers began in 1998.

Current Activities

Consumer education is the primary activity of the Child Care 2000 Campaign. It targets four audiences—policymakers, parents and the general public, businesses, and child care providers—and teaches then what good child care looks like, in order to transform public opinion about the role of child care. The majority of resources and energy have been dedicated to Phase 2, which targets parents and the general public. The extensive media campaign distinguishes between the needs of infants and school-age children with the following two slogans:

- *Child Care...it's more than just graham crackers and a nap*; and
- *School Age Care...growing up with someplace to go.*

The media campaign includes billboards, bus advertising, public service announcements on television and radio, print media advertisements and articles, worksite employee outreach, direct mail, posters, brochures, and educational packets.

Outreach to businesses began with the distribution of information to more than 500 human resources personnel. The initial mailing included information on the campaign and an invitation to call a toll-free number to receive free promotional materials to distribute to employees.

Resources

Since 1995, the campaign has received over $100,000 in free advertising from local television, radio, billboard, and marketing organizations. In addition, the campaign has received funds from public and private partners, including:

- $84,500 from state funds;
- $21,500 from the federal Child Care and Development Fund; and
- $58,000 from foundations, and private and non-profit partners.

The Child Care and Development Fund is the only ongoing, annual support, and the Washington State Child Care Resource and Referral Network administers all campaign funds.

Results

In a relatively short time, the Child Care 2000 campaign has had an impact on policymakers, the media, and employers. For example, in 1997, Governor Gary Locke and a bipartisan group of lawmakers passed a bill requiring that all licensed child care providers receive a basic level of education, and then allocated additional resources to meet this new requirement.

Media coverage of child care issues also has improved. Reporters regularly call campaign organizers for information on child care, and there is better news coverage about the importance of quality child care and how to recognize it. In the first year of outreach to businesses, more than 4,000 packets of information on quality child care have been requested by businesses to distribute to their employees.

Sustaining and Replicating

The leadership and stability of the Washington State Child Care Resource and Referral Network and the strong and diverse base of support for the Child Care 2000 Campaign will help to sustain the effort. Future plans for the Child Care 2000 Campaign include launching Phase 4, outreach to child care providers, while maintaining the momentum of the first three phases.

Lessons Learned

Plan ahead and raise the money first. The campaign grew as it gained momentum and financial support. Leaders report, however, that the campaign might have had an even bigger impact if full financial support were available from the beginning, and if all four phases had been launched simultaneously. This requires taking more time to plan, developing detailed budgets for each of the four components, and working more on fundraising. The larger impact has to be weighed against the delay in starting.

Sometimes you need help from the outside. Building partnerships takes time and patience. The Child Care 2000 Campaign hired an outside public relations consultant who could help craft the campaign message, mediate the discussion, and facilitate decision-making as a neutral party. This helped to build a broad base of support.

Let partners react. In order to include all partners in decision-making, meeting facilitators learned that it was more efficient to give partners something to react to rather than to pose questions without any guidance. Present the idea or plan as an option, with a clear understanding that it is a place to start the discussion, not to end it.

Choose your battles. Consensus among the partners is hard to achieve all the time. It is critical to prioritize what is important and to concentrate efforts on developing common ground around those issues.

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The Child Care Executive Partnership

Description

In the mid-1990s, 25,000 families in Florida were on a waiting list for state-subsidized child care. To deal with the problem, the state and the private sector developed the Child Care Executive Partnership (CCEP), an innovative strategy to increase the availability of child care subsidies. Through this partnership, the state of Florida matches employer child care contributions for employees who are eligible for child care subsidies. Families qualify for subsidies if the parents are working or in school and the household income is below 150 percent of the federal poverty level. The CCEP is a win-win situation for all parties involved: more low-income families can maintain stable employment without the worry of affording child care; employers benefit from less employee absenteeism and turnover; and the state of Florida is able to provide more eligible families with child care subsidies.

Partners

The current Governor appoints members to the Child Care Executive Partnership board to manage the partnership. The board includes nine executives from the private sector, members of the child care community, and the governor's Chief of Staff. The board oversees all aspects of the program, including fundraising and management. Thirty-five businesses are currently participating in the program, including financial institutions, restaurants, and health care providers.

While the board oversees the program on the state level, CCEP contracts with the local child care agencies that administer child care subsidies to carry out the program. The majority of these local resource and referral agencies are private, non-profit organizations.

The Florida Children's Forum, the hub of Florida's child care resource and referral network, has played an active role in convening the stakeholders to create the CCEP and sustaining its momentum. While not a formal member of the board, the Forum serves as staff to the CCEP.

History and Development

A research grant from the federal government in 1995 allowed the Florida Children's Forum to analyze who employed the parents of children receiving subsidized child care in the state. The study showed that employees receiving subsidized child care in Florida cluster in industries such as banking, fast food, retail, temporary services, and the child care industry itself.

The Florida Children's Forum, with the help of the Child Care Action Campaign, presented these findings at a child care financing symposium for key legislators, governor's staff, and employers. The conference generated an opportunity for state leaders to discuss financing mechanisms and strategies to address the long waiting lists for child care subsidies in Florida. Out of these discussions the idea for the Child Care Executive Partnership was born and in 1996, the Florida Legislature passed the Child Care Executive Partnership Act.

Current Activities

In 1998, thirty-five businesses participated in the Child Care Executive Partnership in one of two ways. An employer may subsidize its own employees, which automatically moves the employee off the waiting list to receive a state subsidy for child care. Or, the employer may make a charitable donation to a purchasing pool that funds child care subsidies for families in the community. Local purchasing pools exist in 44 of Florida's 67 counties, in geographic areas

ranging from large urban areas like Miami to small rural areas in the Panhandle. In either case, the state guarantees the employer match so that the family receives the full subsidy.

Besides providing funding, the Child Care Executive Partnership Board has become a "new messenger" in the campaign to raise awareness of child care issues. The board is active in reviewing existing policies and making recommendations on how to improve child care licensing, coordinate child care and pre-kindergarten programs, and encourage family-friendly workplaces. The board is currently considering proposals to raise the ceiling on state-subsidized child care to 200 percent of the federal poverty level.

At the local level, the agencies that coordinate child care subsidies are working to educate employers about the partnership and encourage them to join. All but two of these local agencies are non-profit organizations, so the partnership benefits from their networking and fundraising capacities in local communities.

Resources

The state matches each dollar an employer contributes to child care; thus doubling the available funds for families who are income-eligible for subsidized child care. In the first eighteen months of the program, the partnership leveraged more than $6 million from the private sector. The $6 million in state matching funds comes from the federal Child Care and Development Fund.

Results

The $6 million in new funds generated from the private sector has provided child care subsidies to 3,000 children who would not have otherwise received assistance. There is no formal evaluation of the partnership, but the state child care administrator submits an annual report on the partnership to the Oversight and Appropriations Committee in the Florida Legislature.

Sustaining and Replicating

The partnership has grown each year, but the demand for affordable child care still exceeds the supply. The board faces the challenge of communicating this reality to the public at the same time that the number of families on the waiting list for child care is dropping. However, there are many families with incomes just above the eligibility level that still struggle to afford quality child care. The Florida Children's Forum has funds to deliver a marketing campaign that will encourage more employers to participate in the partnership.

To sustain enthusiasm for the partnership, The Children's Forum sponsors an annual awards dinner. The dinner celebrates and acknowledges the businesses that contribute to the partnership, and is also an opportunity to recruit potential partners. The support of key business leaders and the governor's office raises the profile of the partnership and helps the recruitment effort.

Lessons Learned

Find committed leaders. For the partnership to truly flourish, it needs the guidance and participation of key leaders who commit their time and energy to strengthening the partnership. Governor Lawton Chiles and the Board of the Executive Partnership have provided this commitment in Florida.

Cultivate prestige. Requiring the governor to appoint partners to the board elevates the prestige of the positions and draws attention to their work.

Make it easy to participate. Employers are more likely to participate in the partnership if it is easy. Streamline the application process both for the employers and the employees who benefit from the subsidy.

Let the private sector lead. Florida's local child care agencies are primarily private, non-profit organizations. The face of the partnership at the local level, therefore, is not big government. Employers may be more receptive to partnering with a non-profit organization than with the government.

Allow the partnership to evolve. Originally, the Child Care Executive Partnership was established to address the long waiting list for child care subsidies. While the goal of increasing the availability of affordable child care remains, the strategies of the CCEP have evolved. With the waiting list for child care subsidies shrinking, the CCEP is working to raise the eligibility level for subsidized child care. Flexibility has allowed the CCEP to remain a viable partner in the child care community.

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This information was developed as part of the Child Care Partnership Project, a multi-year technical assistance effort funded by the Child Care Bureau, U.S. Department of Health and Human Services. The Partnership Project is providing a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. All of the materials produced under the Child Care Partnership Project will be available through the National Child Care Information Center at http://nccic.org/ccpartnerships or by phone at 1-(800) 616-2242. For more information on the project, please contact The Finance Project at (202) 628-4200.

Coastal Enterprises Child Care Development Project

Description

Coastal Enterprises, Inc. (CEI) in Maine uses its ingenuity, strong work ethic, and entrepreneurship to support community-based economic development. As a private, non-profit community development corporation, Coastal Enterprises helps communities find solutions to their problems. One of CEI's many statewide efforts, the Child Care Development Project (CCDP), focuses on child care. The CCDP encourages entrepreneurship by supplying child care providers with the funding and training they need to grow and succeed. The Project also encourages employer-supported child care. CEI works to increase the amount of quality child care in the state, so that more of Maine's families can work without worrying about the well-being of their children.

Partners

The Child Care Development Project works with a variety of state and local government agencies and private organizations to provide services to employers and providers. These groups include:

- regional Resource Development Centers (RDCs);
- foundations, such as Ford, MacArthur, Kellogg, and the Lilly Endowment;
- banks and other businesses;
- Maine's state legislature;
- state agencies; and
- federal agencies focusing on rural economic development.

History and Development

Coastal Enterprises, Inc., was founded in 1977 as a private, non-profit community development corporation. Based in Wiscasset, Maine, CEI provides financing and technical assistance to a variety of businesses. These businesses range from natural resource-based industries and innovative, job-generating manufacturers to small enterprises. They also include women-run businesses, and family- and center-based child care facilities. In 1988, the need for affordable, quality child care rose dramatically, due to a strong and growing economy. The Ford Foundation and the state gave CEI money to create the Child Care Development Project. This project was intended to help fund and develop employer-supported child care.

Over the years, the focus of CEI's Child Care Development Project has changed in response to shifts in the economic climate. In the early 1990s, as a downturn in the state's economy decreased child care demand, the Project began to focus on serving providers through financial counseling and by providing direct loans. Since 1994, CEI has provided financing and general business counseling through its Loan and Investment Officers.

A Child Care Committee at CEI, representing each CEI department (Targeted Opportunities Program, Technical Assistance, Research & Development, Lending, and Women's Business Initiatives) meets regularly to coordinate activities and services. Child care technical assistance is provided by a Resource Development Center network and CEI's on-site Small Business Association Center, which is similar to child care resource and referral networks in other states.

Current Activities

The Child Care Development Project has four main activities. These are:

- raising and loaning money to finance home- and center-based child care facility improvement;
- creating child care spaces for children in low-income families;

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- helping child care professionals provide quality child care for children and parents; and
- promoting employer-supported child care.

The CCDP lends money to all types of new and existing licensed child care providers in the state. Loans are generally made to:

- purchase real estate;
- construct new buildings;
- renovate or improve existing buildings;
- purchase toys and other equipment; or
- provide working capital.

The CCDP also uses its funds to address the lack of quality, affordable, licensed child care, particularly in rural areas of Maine. To receive a loan, a provider must demonstrate at least one of the following impacts:

- creation of slots for children in families with low incomes; and/or
- tangible program enhancement.

The project also links child care providers who serve low-income families with other state and local services such as ASPIRE/JOBS, a welfare-to-work program through the Maine Department of Human Services.

Resources

As of December 1997, CEI had made more than $2.7 million in loans. Its capital comes primarily from the Ford Foundation grant, as well as the Small Business Association's Micro-loan Program and U.S. Department of Agriculture Rural Economic Development funds. These funds have leveraged over $4.6 million from other private and public sources to support expansion and improvement of child care throughout the state.

Results

As of December 1997, CEI's Child Care Development Project financed 97 providers, including 52 family providers and 45 centers, with 105 loans. All of these loans have benefited low-income families, and most of them are in rural areas. Total funding of over $7.4 million has been directed to child care providers in Maine as a result of this Project.

CEI has found that child care borrowers are a good risk. In fact, the delinquency rate for loans to child care providers is slightly lower than the delinquency rate for other loans that CEI makes.

An evaluation of the impact of the Child Care Development Project is being conducted. Results, including the total number of child care slots created and the financial impact on the providers, will be available late in 1998.

Sustaining and Replicating

A shifting economy has once again initiated changes within the Project. As in 1988, Maine's economy is growing in 1998. The need for safe, quality child care is also growing. In response to these changes, the Project plans to do the following.

- *Continue building its positive relationships with the RDCs*—these locally based centers provide enhanced training and technical assistance to child care providers, and serve as resources to CEI on child care-related issues, legislation, and trends.
- *Connect small businesses with existing providers*—for small businesses that run a second shift, the Project will help identify child care providers available to a company's employees.
- *Help businesses identify and implement family-friendly benefits for their employees*–the Project will work with the RDCs to provide technical assistance to businesses on the mechanics of reserving and subsidizing slots versus creating on-site child care. Since several of the state's large employers already have employer-supported or on-site child care, these can be used as models for smaller organizations.

Lessons Learned

Partnerships are not created in a vacuum. CEI's child care partnership builds on the expertise of the partner organizations and the existing infrastructure of the state. This has

involved carefully and strategically partnering with child care providers and networks that exist to support them.

Money isn't everything. While grant funds can be very helpful in sustaining a partnership, CEI found that money is not essential for the partnership to be successful. The act of partnering often brings its own rewards—at no cost—through information sharing and non-monetary resources.

Business needs to be involved. Child care, especially for infants, is not affordable for many working parents. With the help of CEI, businesses are understanding the importance of affordable child care and working to make quality child care more affordable for their employees. CEI uses businesses that have employer-supported and/or on-site child care as models for businesses that are considering an investment in child care.

Dedicate staff to the partnership. CEI has learned that it is critical to have a dedicated staff person who knows the issues and can spend the time building the partnership. Even if staffing needs change over time as the partnership expands and contracts, it is essential to dedicate staff to get the partnership off the ground.

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ConAgra-Paul's Place

Description

Workers at the Butterball Turkey plant in Huntsville, Ark. don't have to look far to find a good day care center. They take their children to work. The Madison County Child Development Center, or Paul's Place, is right next door to the plant and supported by their employer. Butterball worked with the government and community to meet their workers' and also the area's need for quality child care and after-school care. When full, the center serves 150 children ranging in age from six weeks to twelve years. Half of the day care slots are reserved for children of employees and are subsidized by Butterball, a division of the international food company ConAgra.

Partners

The Butterball Turkey Company and its parent company, ConAgra, joined forces with state and local agencies to create Paul's Place. Other partners include:

- Northwest Arkansas Head Start;
- Northwest Arkansas Child Care, Inc.;
- Northwest Arkansas Economic Development District;
- Federal Head Start;
- Arkansas Governor's Office; and
- Farmer's Home Administration (the USDA Rural Development Administration).

ConAgra also has a foundation that funds early childhood programs in several cities, and provides occasional support to Paul's Place.

History and Development

With only 3 percent unemployment in rural Huntsville, Ark., child care was a pressing issue for employers. When the Butterball Turkey plant in the rural town of 1,605 residents decided to expand from 250 to 700 employees, this employer knew it would need to attract and keep good workers. But how? The company soon found out that what employees wanted and needed the most was safe, affordable care for their children.

Butterball and ConAgra decided that they would best be able to recruit and retain quality employees by making child care accessible and affordable. However, the company had no expertise in running a child care center and was unwilling to assume the liability and insurance costs. In 1991, the Northwest Arkansas Economic Development District (NWAEDD), an organization that advises local companies on setting up a variety of programs, identified the Northwest Arkansas Head Start as a potential community partner for ConAgra. By creating this partnership, the child care center was able to serve children from Head Start, Butterball employees, and the community. Because of Head Start's federal requirements and restrictions, a second non-profit corporation, Northwest Arkansas Child Care, Inc., was created to borrow money to construct and manage Paul's Place. The center operates Monday through Friday from 5 a.m. to 10 p.m. and also extends its hours to care for children of Butterball employees during school closings or when parents have unexpected overtime hours or family emergencies.

Paul's Place is a unique partnership for ConAgra because it involves the Butterball company and uses operational funds, not the ConAgra Foundation. In several other communities where ConAgra employees work and live, for example, it is the ConAgra Foundation that supports early childhood initiatives. These include: the Omaha 2000 Early Childhood Education Initiative, which provides a comprehensive, community-wide early childhood education outreach program and a pilot center for early childhood education; the Intervention Center for Early Childhood (ICEC), a family-centered program in California that assists young children with known or suspected developmental delays to achieve optimum development; and the Monfort

Children's Clinic in Colorado, which helps more than 15,000 children (newborns to 21-year olds) who don't have health insurance and another 4,000 children who are on Medicaid with health care, including immunizations and well-baby checkups.

Current Activities

Paul's Place consists of three programs, each with its own director:

- a child care center;
- a Head Start center-based program; and
- a Head Start home-based program (that periodically brings visiting teachers to the homes of Head Start eligible children and brings the children to the center for educational and group activities).

Paul's Place has the capability to serve 150 children. By 1998, 110 children were enrolled during the school year, more than half of them "Butterball kids." This number increases during summer months when Head Start does not operate and more school-age children use the center. For parents who must work unexpected mandatory overtime during the week or on weekends, care is provided and paid for in full by the company.

Services for all children at the center are based on the comprehensive Head Start model, and children of Butterball employees participate in services offered to Head Start children, such as free health screenings.

Resources

Butterball provides the majority of the funding for Paul's Place. Butterball donated the land for the center and the Farmer's Home Administration provided a loan to construct the $600,000 building. Beatrice Foods, the parent company for Butterball before ConAgra bought the company, made an initial grant of $50,000 for equipment through the Beatrice Foundation. The ConAgra Foundation continues to make occasional grants to the center to pay for new supplies and equipment.

The plant covers the day-to-day expenses for the center, which totals $250,000 a year. Butterball reserves 75 slots for employees. If fewer than 75 employees apply, Butterball covers the total cost of the unused slots. For those being used by Butterball employees, the plant also pays one-half of the $67.00 weekly fee. Employees with children at the center pay their half of the fees directly from their paycheck (and before taxes) in a Dependent Care Assistance Program. Butterball then directs the money to the center for the parents' portion of the costs.

Other support for the center comes from:

- Northwest Arkansas Economic Development District;
- Head Start; and
- Child Care and Development Fund (for playground equipment and materials).

Results

Although the partnership has not been formally evaluated, the center is a valued asset to the community. Butterball measures the center's effectiveness by looking at its bottom line. Among employees using the center, turnover is half the normal rate. This lower turnover rate reduces company operating costs for recruiting, training and lost work hours. With a normal turnover rate of 100 percent for 700 employees each year, reducing turnover to 50 percent for employees using the child care center improves efficiency and saves money for Butterball.

Sustaining and Replicating

Sustaining the partnership requires demonstrating results. According to representatives from ConAgra and the Butterball turkey plant, the child care center has a positive impact on their business, the employees, and the community. In order to sustain this initiative over the longer-term, however, partners know that helping with child care is just one step in addressing recruitment and retention concerns for Butterball. They also realize that employees have other needs—housing, medical care and transportation—some of which are beginning to be addressed. Butterball views child care as an important first step.

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Lessons Learned

Good teachers make a good center. The quality of staff is crucial to the success of the partnership and center. "If we could do it over again, we would pay teachers more from the beginning," said Charlie Romeo, director of employee benefits for ConAgra. "This is necessary to attract good teachers and prevent provider turnover."

Growth is sometimes slow. A new child care center does not reach maximum occupancy quickly. Butterball had not anticipated the slow growth in reaching maximum occupancy. It takes time for word to spread and for employees and the community to gain trust in the center.

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Down East Partnership for Children

"The success of the Down East Partnership is a testament to the power of the community's collective vision."—Hennrietta Zalkind

Description

To have a fighting chance in life, children must have a good start. The Down East Partnership for Children (DEPC) in North Carolina works to make sure every child born in Nash and Edgecombe counties has the best start in life. Located about 60 miles northeast of the state capital of Raleigh, the program serves children in two mostly rural counties. The program's goal is to ensure that children and their families receive the health, education, and social services needed to raise healthy children. To achieve this goal, the DEPC provides services ranging from screening children for lead poisoning to providing money to improve child care facilities.

Partners

The DEPC has a variety of state and community partners, including the state of North Carolina through the North Carolina Partnership for Children, the parent organization for the statewide Smart Start. The Surdna and Mary Reynolds Babcock Foundation are also partners in the program. Additionally, parents, community leaders, and service providers are an integral part of the leadership of the initiative through their service on a governance panel.

History and Development

For years, the statistics on health and well-being in Nash and Edgecombe counties were cause for concern. Infant mortality and the percentage of low birthweight babies were among the highest in the state. The number of children suffering from lead poisoning was dramatically increasing and good child care centers were hard to find. People who were caring for children in their homes were often unqualified or ill-equipped. Only 22% of teachers and 16% of home providers in the counties had an associates or higher educational degree. Community leaders and government officials in both counties were seeking solutions. As a result, the Down East Partnership was created in 1993.

At about the same time, the North Carolina Partnership for Children (Smart Start) was started to create funding and support for services to children and families through local efforts. DEPC applied for a Smart Start grant but was not funded in the first year. Despite the lack of funding, the Partnership planned and started serving the community. In 1994, the program set up a child care resource and referral (CCR&R) program. The following year, when the Partnership did receive Smart Start funds from the state, it dramatically expanded services in the counties. Throughout 1994 and 1995, DEPC continued to apply for additional grant funding to support its growing efforts. With the receipt of a federal Family Preservation and Support grant, DEPC developed a set of family resource centers and set up a leadership development program for community based family support providers.

Current Activities

The DEPC serves children across two counties and concentrates its efforts in the following four areas:

- helping local child care facilities achieve the highest level of accreditation;
- providing money for child care to low-income parents who work or attend school;
- developing family resource centers that focus on specific community needs; and
- working with the health care community, businesses, and realtors to develop a plan to eliminate the lead poisoning problem in the two counties.

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DEPC's efforts to improve child care centers focus on a variety of activities. These include budgeting and finance training for child care workers, and additional professional development through the Teacher Education and Compensation Helps (T.E.A.C.H.) program. DEPC also established a lending library for child care providers. However, the education and training does not stop with child care workers: parents, too, are taught to be better consumers of child care. DEPC also organizes parent education activities and materials, runs an information exchange, and provides resource and referral services.

Other DEPC activities include a Community Fellows Program which provides leadership training at the grassroots level, and a mobile health unit that provides services to rural areas and screens children for lead poisoning.

Resources

The DEPC budget totals about $4 million per year. Approximately half of that amount is subcontracted to other local agencies that report back to Down East. Funding is provided by the following sources.

- In fiscal year 1998, Smart Start funds provided 86 percent of total funding.
- The federal Family Preservation and Support Grant represents about 5 percent of DEPC funds.
- The remaining 9 percent of funds comes from foundations and corporate donations.
- Local corporations also have provided in-kind support, including printing of materials, food, and toys.

The funds are administered through a governance panel of executive directors of community organizations, local initiatives, parents, and service providers. The Partnership is currently attempting to raise unrestricted funds from private donations for a "sustainability fund." This money will allow the initiative to continue working on important issues and goals without depending on funding that must be provided annually by the legislature and that is restricted to certain uses.

Results

Every year DEPC evaluates each activity according to a predetermined set of outcomes, such as how many children will receive scholarships and how many centers are to be accredited. Each program must make sure to collect data to support results, which are reviewed quarterly. This evaluation is done with the assistance of an outside evaluator, who looks at the cumulative outcomes from the various groups funded by DEPC. Each fiscal year, the DEPC Evaluation Committee reviews progress toward goals. Action plans are designed to address any issues that arise at these meetings.

Starting this year, in addition to the programmatic reviews, each program will be required to complete PRISM, an internal management self-review process. The PRISM system looks not only at programmatic results, but also infrastructure. PRISM covers:

- personnel management and supervision;
- health and safety;
- community involvement; and
- fiscal accountability and oversight.

Sustaining and Replicating

The DEPC governing board is very concerned that the Partnership is too dependent on funding that must be provided annually by the legislature and that is restricted to certain uses. The board would like to see the organization operate more like a business with a reserve of operating capital to cover temporary gaps in funding and to plan new activities.

To reach this goal, the Down East Partnership for Children is currently working to create a "sustainability fund" that can provide funding during transitions between funding sources, and can be used to cover expenses that are not allowed by current funding sources. In addition, the "sustainability fund" will provide resources for planning new program activities and for additional fundraising activities. The goal of the fundraising campaign is to generate at least three months of operating capital or approximately $1 million.

Lessons Learned

Involve child care providers. The most important lesson learned by the Down East Partnership for Children is that a partnership must be just that—a partnership. It is important not only to work with the communities, businesses and parents, but also with providers. Without the support and involvement of child care providers, the programs will not be successful. Providers must be involved early in all aspects of the process. Since the providers have different levels of expertise, it is important to move at a pace with which they are comfortable. A broad support network makes a sustainable and successful partnership.

Have rules and order. DEPC also found it helpful to have formal governing policies and processes, such as Robert's Rules of Order. For the most part, decisions of the governing body are supported by all partners, but on the rare occasion that the group cannot come to consensus, having a formal process for moving forward is critical.

Start small. Move slowly. If they had it to do all over again, DEPC staff said they would start smaller and move more slowly. Henrietta Zalkind, DEPC's Executive Director, said the Partnership tried to do too much too soon. As a consequence, DEPC had to scale back some of its plans and focus its energy and resources on a few core activities. DEPC staff also learned that it is important to learn to say no, even in the face of political pressure to move quickly.

Plan, plan, plan. In retrospect, DEPC staff felt that it was a good thing that they did not receive their major funding the first year of the Partnership. The delay allowed them more time to plan for the programming, organization, and management of the funds.

Be innovative and diversify the funding base. Because of the restrictions on the group's funding, DEPC has had to be innovative. It's important to have funding from a variety of sources so the Partnership is not unduly restricted.

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Early Childhood Professional Development Project

Description

The Early Childhood Professional Development Project (ECPDP) works to promote quality child care for children from birth to eight years old in the tri-county area, through training providers who care for young children. The Project operates in Chemung, Schuyler, and Steuben counties, which are located in rural western New York State.

Partners

The Early Childhood Professional Development Project is led by a task force of community members and local business members interested in child care. The partners involved in the task force and the Early Childhood Professional Development Project include:

- Corning Incorporated, a private company employing approximately 7,000 people in the tri-county area;
- Child Care Resource and Referral of Chemung, Schuyler, and Steuben counties;
- Corning Community College;
- Corning Children's Center, a private day care center funded by Corning Inc.;
- Corning Enterprises, a private subsidiary of Corning Inc. that works on economic development;
- Education and Training Committee of the Tri-County Child Care Task Force;
- Parent Resource Center of the Corning Painted Post School District; and
- The Woodcock Foundation, a local foundation.

The project has also received information and advice from the New York State Education Department, the New York State Early Childhood Development Initiative, various four-year colleges, and early childhood centers.

History and Development

Corning Incorporated, a major employer in Chemung, Schuyler, and Steuben counties, wanted to diversify its workforce and improve employee retention. The company found that providing supportive, affordable, high-quality child care was an important way to help achieve these goals. In 1988, Corning brought local business leaders, child care providers, and others interested in child care to the table, and the Tri-County Task Force on Child Care was the result.

The Task Force undertook a variety of activities to help improve child care for the residents of the region. The focus of the original partnership was not only supporting child care provider training, but also creating before- and after-school care options, developing legislation and advocacy around child care, and building a system for emergency child care. As time went on, the Task Force became increasingly focused on training child care workers.

In 1996, the Woodcock Foundation, a funder of the Task Force, became interested in the issue of provider training and education to encourage the professional development of providers. In addition, Woodcock wanted to raise parental awareness of the important relationship between the education of providers and the quality of child care. This led to the formation of the Early Childhood Professional Development Project, which focuses on improving and supporting the training of child care providers and raising retention rates.

Current Activities

The Early Childhood Professional Development Project has identified gaps in service provision and is working on training and professional development to remedy those gaps. The program uses several methods, including:

- recruiting more experienced mentors to work with providers who have less education and experience;
- employing the North Carolina T.E.A.C.H. Early Childhood® model to provide scholarships and to increase salaries; and
- bringing in nationally known experts to speak to area parents and providers about early childhood issues.

The project also has initiated collaborations among area organizations and is working on building public awareness in the community of the need for and benefit of educating child care workers.

Resources

Since its inception, the ECPDP has received the majority of its funding from the Woodcock Foundation, which has committed approximately $200,000 annually to the partnership. Corning Inc., whose staff initiated the partnership, contributes $40,000 to $50,000 per year. Additional support comes through the Corning Children's Center and through a foundation of the same name that is separate from the corporation.

In addition to monetary support, the project receives support from the following groups:

- county resource and referral agencies;
- the Southern Tier Regional Planning Committee, a part of the Appalachian Regional Council;
- local school districts; and
- community colleges.

The Corning Children's Center, a child care center established by Corning Inc., oversees the collection and distribution of funds and coordinates activities of the partnership.

Results

The program has seen some important successes. Some changes are hard to measure in numbers, such as a child care provider's new-found appreciation and access to information, and a community's growing awareness of the importance of quality care.

However, certain measures indicate that the Project's efforts to educate providers, parents, and the community are paying off. For example, the project developed an accreditation program through Corning Community College. About 150 people have gone through the program and have received accreditation as child care workers. Also, since 1990, the partnership has seen a variety of promising trends in response to its efforts. For example, in 1997, 90 percent of providers in the area attended some training, a 10-percent increase from 1990.

Sustaining and Replicating

The project is currently looking at ways to develop its funding base beyond the Woodcock Foundation. Woodcock has made a commitment to helping the partnership look for new sources of funding from the state, other local charitable organizations, and local businesses. The foundation will also help the ECPDP find new partners to reach its goals.

While the partnership is not modeled on any particular program, the T.E.A.C.H. model is being used to structure education, training, and compensation for providers.

Lessons Learned

Strong leadership and a manageable agenda are essential. Keeping a manageable agenda has been a challenge for the Project, since everyone on the Task Force came to the table with their own agenda. In light of this, the Project has learned how important strong leadership is to encourage cooperation. For continued success, partners need strong leadership with a clear vision of what the Project can achieve.

Stay focused on clear set of goals. If they were to begin again, the members of the Task Force would not have attempted to be so diverse in their activities. Attempting to satisfy so many different constituencies made success difficult at first. This issue was an important factor in narrowing the scope of the partnership from the broad goals of the Task Force to the more focused goals of the ECPDP.

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Employers' Child Care Alliance

Description

In the business world, companies usually compete against one another. But in Lee County, Alabama, companies work together to improve the quality of child care for their workers and the community. In 1994, a group of employers who were interested in helping their employees find high quality child care started the Employers' Child Care Alliance (ECCA). Although Alliance member employees benefit the most from the programs offered by ECCA, community members also use program services.

Partners

Members of the Alliance are:

- Auburn Bank;
- Auburn University;
- Auburn Hotel and Conference Center;
- Briggs & Stratton Corporation;
- The Cities of Auburn and Opelika;
- Craftmaster Printers;
- East Alabama Medical Center;
- East Alabama Mental Health/MR;
- Employment Resources Corporation;
- Quantegy Corporation;
- Southern Union St. Community College;
- Uniroyal Goodrich Corporation;
- Vermont American Corporation; and
- The Child Care Resource Center, Inc.

History and Development

In 1994, a small group of business leaders sponsored a symposium on family-friendly benefits with the assistance of the local Chambers of Commerce in Lee County, Alabama. This rural county, which borders the state of Georgia, was a good place to do business. The county had a strong industrial base and the larger cities of Montgomery, Alabama and Columbus, Georgia were short trips down the highway. There were excellent schools, a major land grant university in Auburn, and a thriving community college in Opelika. But, like many communities across the country, working families expressed a need for high quality care.

After the symposium, four human resource managers began meeting regularly to discuss child care needs. It didn't take long for them to decide that by working together, local companies could help meet the needs of working families. Within a few months, the group wrote a mission statement, and the Employers' Child Care Alliance was born. A survey by the Alliance identified the problems and needs of employees. Based on the survey and with the assistance of the Child Care Resource Center, the ECCA developed action plans to address specific problems related to child care availability and quality and information for families.

The employer group has grown from the original 4 to 17 members who employ some 12,000 workers. The Child Care Resource Center in Opelika houses the office of the Alliance and provides administrative support.

Current Activities

The Employers' Child Care Alliance has four main activities:

Enhanced Resource and Referral. Employees of member companies receive referrals and relevant information to meet their child care needs. Although this service was created for Alliance employees, the entire community can access it. The many early successes of the resource and referral service are due to the close working relationship with the already established local Child Care Resource Center. In

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addition to resource information and referrals, the Alliance has started to provide consumer education about the importance of quality in child care.

Quality Enhancement Partnership. Two separate activities in training and accreditation improve the level of staff training and overall quality of child care centers. The first activity matches child care centers with employers who provide scholarships to support the training of center staff. Child care providers have completed 4,000 hours of training since the Alliance was formed.

The second activity is a unique program called STEPS to Accreditation. This program, designed and piloted in 1998 by the ECCA, assists centers in achieving incremental STEPS in the process of accreditation. It is a comprehensive system of training, support, and guidance that raises the quality of centers beyond what is required by state licensing requirements. This assistance is completely voluntary, but 11 centers are currently participating, which is almost half of the centers in the county. As a part of this program, center directors participate in regular training sessions, which also serve as forums for discussion and professional support.

Bridges. The Bridges program was established to address the needs of 10 to 14-year-olds. The program provides both after-school and summer programming. Children of Alliance members have priority in programs that take place in a wide variety of locations, including churches, Boys and Girls clubs, and parks and recreation facilities. This program has been extremely successful, and other areas around the state have expressed an interest in replicating the program.

Non-Standard Child Care. Dealing with 24-hour, sick, and emergency child care has been the most challenging aspect of the Alliance's work. In response to a need expressed by ECCA families, a private management corporation opened a 24-hour center. The center was closed after six months because the demand for child care during second and third shifts was insufficient. So, the Alliance continues to try other approaches. In addition to recruiting additional family child care providers to provide non-standard care, the ECCA is developing unique solutions to some of the barriers. Home providers that take care of children during non-standard hours have more children for the two or three hours when the work shift changes. Home providers can only care for six children, so they are limited to this maximum for these few hours. ECCA is helping to recruit providers to become licensed as group homes to care for up to 12 children, and to employ Americorps members or college work-study students as the extra staff person that is required when more than six children are in attendance.

Resources

The annual budget of the Alliance is $98,000, with member employers contributing 75-80% of the funds. There is no minimum contribution to join the Alliance, but this may change in the future.

Other organizations that have supported the Alliance include:

- The Alabama Department of Economic and Community Affairs;
- Child Care Resource Center through the State of Alabama Quality Improvement funds;
- The Alabama Civil Justice Foundation; and
- The Points of Light Foundation.

The Alliance also receives support from the Americorps program and the National Association of Child Care Resource and Referral Agencies.

Results

Although the Alliance does not have a formal evaluation process, it has seen concrete results in individual programs. The National Association of Child Care Resource and Referral Agencies conducted a site visit of the Bridges program and gave it a very positive review; the summer program was filled and had a waiting list. Parents using the resource and referral service are surveyed biannually, and feedback is very positive.

For the Quality Enhancement Partnership, objective data is reported regularly and compared to stated goals: total number of

training hours sponsored, centers participating in STEPS and progression, and the number of teachers receiving the Child Development Associate credential. Also, center directors help by providing regular input through a systematic process about what works and what does not. And Alliance partners meet monthly to analyze this information and staff reports, and to make needed adjustments to project goals or implementation procedures.

Sustaining and Replicating

The acclaimed Bridges Program will be replicated around the state due to a partnership grant from the Alabama Civil Justice Foundation, the Corporate Foundation for Children, and the Points of Light Foundation. This support will enable the Alliance to provide the technical assistance and materials to "fast track" other communities in the development of these much-needed programs.

The Alliance is always looking for new partners to sustain its mission. To develop its membership base, the partnership encourages its members to recruit other businesses. Since the membership has grown since the formation of the Alliance, the governance structure, which is currently very loose, is under review. ECCA hopes to formulate a structure that will allow the partnership to deal with problems and disagreements should they arise.

Lessons Learned

Planning takes time, but pays off. The Alliance planned for two years before hiring a manager. The extensive planning kept mistakes to a minimum. The mistakes that were made were easy to correct and useful learning experiences.

Keep members actively involved. Make sure that employer members stay involved with the partnership. Encourage employers to provide input and advice, not just funding. This leads to long-term commitment.

Start at the top. Get chief executive officers involved in the partnership from the beginning. The original Alliance members were largely human resource managers, which has made it more difficult to engage the CEOs in the project. It is important to have the people who make the decisions participate in planning discussions.

It is best to give and receive. Understand from the beginning that the best partnerships are those in which all members participate throughout the entire partnership, all giving and receiving in return. This reciprocity includes not only providing funds and receiving goods and services, but also engaging in the ongoing exchange of information, and sharing of successes and challenges.

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Georgia Voluntary Prekindergarten Program

Description

In the early 1990s, Governor Zell Miller reviewed alarming statistics showing that students in Georgia had high rates of teen pregnancy and school dropout. Inspired by the knowledge that children with strong preschool experiences tend to be more successful in school and have higher self-esteem, he created the Georgia Voluntary Prekindergarten (Pre-K) Program. The Pre-K program provides young children with learning experiences that they need in order to succeed in future educational settings. All four-year-old children are eligible to participate in the free, statewide Pre-kindergarten program. In 1998, more than 60,000 children attended the voluntary Pre-K program at one of 1,600 sites in public and private settings.

Partners

Georgia's Office of School Readiness administers the Prekindergarten Program, licenses private child care learning centers containing Pre-K Programs, manages the Child and Adult Care Food Program and Summer Food Services Program, and is responsible for the Head Start Collaboration Project. Other program partners include:

- Georgia State University's Applied Research Center, which is conducting the 12-year longitudinal study of the Pre-K program;
- public and private Pre-K providers, such as schools, hospitals, child care centers, and community organizations; and
- local coordinating councils that engage parents, public and private providers, health officials, educators, and members of the business community who share resources and information to support the local Pre-K programs.

History and Development

In the early 1990s, Georgia Governor Zell Miller directed the Office of Planning and Budget. Department of Education, and Department of Human Resources to create a plan to provide Pre-K opportunities to at-risk four-year-olds. During the 1992-93 school year, a pilot program was established that served 750 at-risk four-year-olds at 20 public school sites. In 1993 the program added 167 new sites and served 8,700 children. In 1995, Governor Miller expanded eligibility to all four-year-old children regardless of income, tripling the number of children served from 15,500 in 1994 to 44,000.

In the 1997-98 school year, approximately 70 percent of all eligible four-year-old children participated in the program—60,000 supported by the Prekindergarten Program funds and 13,000 supported by Head Start funding (30,000 out of the total 60,000 are children in low-income families). The Pre-K program is offered at a variety of locations in order to expand service capacity and fulfill the state's goal of providing choices for parents. Pre-K programs exist in private preschools; public/private elementary schools; public/private secondary schools; postsecondary vocational technical institutes; private and state colleges; private non-profit and private for-profit child care learning centers; Georgia Department of Family and Children's Services offices; Head Start sites; hospitals; military bases; YMCA/YWCAs; and other organizations.

Building on the growth and success of the Pre-K program, Governor Miller created the Office of School Readiness (OSR) in 1996 to administer the program. The office is independent of any state agency and reports directly to the governor. This independence allows for more flexibility and creativity in fulfilling the goals of the Pre-K Program. In two years, OSR improved program quality, implemented learning goals and quality

standards, simplified administrative requirements, and designed multiple training initiatives for Pre-K providers. Interested providers are required to apply annually for Pre-K program contracts. In 1994, OSR funded 1600 provider sites in the state, enabling 3,174 classrooms to provide Pre-K in the state.

Current Activities

The Pre-K Program's mission is to "prepare children for school by providing an opportunity for them to develop school readiness skills in an environment that encourages children to have fun while learning." Programs must provide a minimum of six-and-a-half hours of instruction a day for 180 days each year, and classes usually operate on the public school calendar. To maintain high quality, the Office of School Readiness approves the curriculum of participating programs. Providers may choose a pre-approved curricula (Bank Street, Creative Curriculum, High Reach Framework, High/Scope, Montessori, Scholastic) or seek OSR approval for a locally developed curriculum. At-risk children, or those who are eligible for free or reduced-fee meals, may receive subsidized before- and after-school care, meals, in-depth resource coordination services, and transportation to and from the program.

Parent involvement is a high priority. Parents are encouraged to read to their children, reinforce learning at home, volunteer at the Pre-K program, attend parent/teacher conferences, and participate in parent education and life skills classes offered by a majority of Pre-K sites. To reinforce the importance of reading, each family receives a special edition of *The Little Engine that Could,* with a personal message from Governor Miller emphasizing the value of persistence.

Resource Coordinators are available at every Pre-K site to provide parents with services that promote stability and help the child prepare for kindergarten. Parents can seek health care for their child, attend informational seminars on child development, and receive employment and training counseling for their personal development. Resource coordinators also help parents with their child's transition from Pre-K to kindergarten.

Resources

In 1997, the Pre-K programs received $210 million from the Georgia Lottery for Education. Lottery dollars pay for program equipment, materials, teacher salaries, and one-time start-up funds to equip new classrooms. Pre-K sites also benefit from other resources, for example:

- the Georgia Department of Human Resources provides before- and after-school wraparound services for children through a contractual arrangement with OSR;
- the U.S. Department of Agriculture subsidizes meals for low-income children through the Child and Adult Care Food Program; and
- 40 percent of Head Start programs receive lottery dollars to supplement federal funding in order to provide full-day, full-school-year prekindergarten for Head Start children.

Results

In the fall of 1996, the Applied Research Center at Georgia State University began a 12-year longitudinal study to track 4,000 Pre-K program students, half of whom are at-risk, through their educational careers. The research team collects data through site visits, teacher/parent surveys, and student academic records. First-year evaluation results reveal that participants rated higher than the general student body in the five areas of development, promotion to first grade, attendance, first-grade academic development and achievement, and standardized test scores. Findings also indicate that parents were overwhelmingly pleased with the program, and a majority report spending more time with their children as a result of their participation in the Pre-K program.

Sustaining and Replicating

"The Pre-K program is often described as [Governor] Miller's 'pet project.' But it may well end up being called his legacy" (*Atlanta Journal and Constitution*, November 1997).

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Popular opinion in Georgia is that the Pre-K program will survive any changes in political leadership, despite its close association with Zell Miller. State Senator Richard Marble says, "It would be like taking a driver's license away from a sixteen-year-old. Once you know what it's like to have it, you can't imagine life without it."

In 1998, Georgia voters passed a constitutional referendum that made the Pre-K Program the second-highest priority (after HOPE college scholarships) for lottery funds. This measure will ensure a consistent source of future funding for the preschool program.

The program was selected as a model for replication by the John F. Kennedy School of Government at Harvard University in 1997, winning the Innovations in American Government Award. Since then, other states interested in starting a similar program have been consulting Georgia on how to begin or expand their own prekindergarten program. Missouri, for example, is planning to use its state lottery as a funding mechanism for early childhood education and has contacted OSR for technical assistance.

Lessons Learned

Find a champion. Governor Zell Miller's high level of personal involvement in the program was essential to its success. When critics threatened the future of the program, the Governor recalled how his mother read *The Little Engine that Could* to him and taught him about the importance of persistence. Governor Miller invoked the Little Engine as a symbol for the Pre-K program, and his persistence paid off.

Make services universally accessible. All children benefit from quality early education experiences, and universal programs attract a broader base of political support.

Keep it simple. OSR streamlines applications for parents and Pre-K providers, and provides a toll-free number for questions from providers and constituents. Automated enrollment lists also simplify application for other benefits, such as meals, transportation, and after-school care.

Make it a public-private partnership. Both private child care providers and public schools are necessary partners to meet the demand for universal Pre-Kindergarten. Make sure that both are engaged in the process.

Hold the line on quality. When pilot programs expand statewide, the quality of programs sometime suffers. Establish criteria for teacher credentials, curricula, student-teacher ratios, health, and safety, and maintain quality controls as your program grows.

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Indiana Child Care Symposium Initiative

Description

In the state of Indiana, new teams are forming—not athletic teams, but groups uniting together to improve child care. The purpose of the Indiana Child Care Symposium Initiative is to join public and private interests together to address local child care issues. Groups of business, community, and child care leaders form teams in counties throughout the state to attack community child care issues. Each local team identifies strategies and outcomes for improving child care. The strong response by counties led organizers to change the focus from an annual symposium event to ongoing technical assistance sessions organized around topics identified by local teams. With support from national and state experts, state officials, philanthropies, and corporate mentors, teams are making a difference at the local level.

Partners

Partners in the project include:

- Indiana Family and Social Services Administration;
- Indiana businesses such as Eli Lilly and Co.; Dekko Foundation; Cummins Engine; USA Group; IvyTech State College; Purdue University; NIPSCO; Cinergy; Conseco; Wishard Health Services; the law firm of Ice, Miller, Donadio & Ryan; and child care professional organizations;
- local governments; and
- concerned citizens and community groups.

History and Development

On November 15, 1995, the Child Care Action Campaign and the Indiana Family and Social Services Administration hosted the first Indiana Symposium on Child Care Financing. The mission of the Symposium Initiative was to involve private employers in investing in and improving child care for working families. That first year, 17 county-based teams participated, and the symposium was so successful that it became an annual event. Currently, all 92 counties in Indiana have an opportunity to continue the work of the symposium. Instead of an annual event, teams now receive ongoing technical assistance on topics that they identify.

Teams typically include elected officials; employers; parents; representatives from financial institutions, community foundations, private industry councils, and chambers of commerce; and members of the health, education, and child care industries. Teams submit proposals to the Indiana Family and Social Services Administration in order to receive funding for a child care initiative. Plans are approved based on the strength of the team and the quality of the plan.

Indiana has a history of active local community involvement in state government. Each county has a Step Ahead Council working to improve the delivery of services to children and families, and team plans for the Symposium initiative are submitted through the county Step Ahead Councils. In some counties, the Step Ahead Council develops and administers the child care initiative. In other counties, a member of the Step Ahead Council serves on the Symposium Initiative team. Once the council's plan is approved, the state provides resources for teams to bring in national and state experts, state officials, philanthropic agencies, and corporate mentors to guide teams in their local initiatives.

Current Activities

Each county is unique in its activities. Most of the counties began with a needs assessment to identify the major child care problems in the community and then tailored their plan to address these needs. An analysis of 68 county projects by Purdue University in early 1998 showed that 96 percent of the local projects are

designed to improve the quality and/or capacity of child care. Most counties are pursuing a variety of strategies, including raising community awareness of child care issues. A county-by-county description of initiatives is available through the Internet at http://www.ai.org/fssa/HTML/inChildFinancing.html.

Each Symposium team is assigned a mentor from the private sector. Cinergy Corporation, a utility company, provides the majority of mentors through their Symposium Corporate Mentor Initiative. Cinergy's local community and economic development managers share their expertise in financing, marketing, and managing public-private partnerships. Leaders from each of the participating private corporations also serve as mentors.

Resources

In 1995, 26 corporate sponsors donated $2,000 each to support the first symposium event. In fiscal year 1997, Governor Frank O'Bannon designated $3 million from the federal Child Care and Development Fund (CCDF) to continue the work of the symposium teams. In 1998, he doubled the allocation to $6 million. County-based teams also receive local public and private funds to pay for staff time, space, and equipment.

Results

Teams are producing a variety of results. These include:

- new and refurbished child care centers;
- employer-supported child care training funds;
- family child care loan funds;
- mentoring for infant-care providers;
- employee surveys;
- increased media coverage and public awareness;
- more than 1,200 new infant and toddler licensed slots;
- more than 1,500 child care professionals participating in the CDA credentialing process;
- more second- and third-shift child care facilities;
- child care partnerships with public housing projects and the faith community; and
- business consortiums delivering on-site or near-site child care services.

The Child and Family Studies Department at Purdue University is conducting a statewide evaluation to measure the impact of the child care initiative teams. The evaluation seeks to answer two questions:

- What is the impact of the symposium on Indiana counties? and
- How do public and private-partnerships plan and work to improve and expand child care?

The evaluation also will produce a guide on financing strategies. The release of the final report is scheduled for the spring of 1999.

Sustaining and Replicating

The sustainability of the local Child Care Symposium Initiative teams varies based on the strength and longevity of the teams. Several teams were operational before the first symposium, and the additional funds gave them the opportunity to expand their focus. Other teams formed because of the initiative, and the future of the team depends largely on continued financial support and technical assistance from the state. Many teams use the state funds to pay the administrative expenses that accumulate in the early stage, when the team is assessing local needs and generating local support.

The success of the Symposium Initiative led to the formation of the Indiana Child Care Fund. In December 1997, Governor Frank O'Bannon and several public- and private-sector leaders launched the Indiana Child Care Fund. Over $300,000 in private funds has been committed to address the statewide needs identified by the symposium teams.

Lessons Learned

Strive for equality between the public and private sectors. The symposium teams had equal representation from the public and private sectors from the beginning. Since the mission is

to engage the private sector in improving the quality of child care, the private sector must have an early and active role in the partnership.

Build on local infrastructure. The county-based Step Ahead Councils provided an existing infrastructure for the symposium teams. Many states have similar local governance structures, and all states have cooperative extension services at the local level that can help in building the necessary infrastructure.

Do a few things well. Do not overextend the partnership. Concentrate on doing a few things well. Stay focused on overarching goals, instead of tackling everything at once.

Let businesses recruit other businesses. Peer recruitment is key to engaging businesses in effective partnerships. Cinergy's Symposium Corporate Mentors volunteered to convene meetings of employers in the rural areas that contain few large businesses. Businesses are more likely to become involved if their peers invite them.

Find a win-win situation for all partners. Utility companies, for example, are playing an important role in teams across the state. They have the incentive to become involved because they have so many employees throughout the state, and because they want to be visible at the community level, due to the impending deregulation of electricity.

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Michigan Child Care Futures Project

Description

Michigan Child Care Futures Project recruits and trains child care providers to increase the supply of quality child care. The project training programs cover all providers of care, but the project is unique in its outreach to family child care providers, relatives providing care, and other non-regulated providers. Child care providers in all 83 Michigan counties benefit from the Futures Project, which is implemented by the 15 regional Community Coordinated Child Care (4-C) agencies. The 4-C agencies are similar to resource and referral agencies in other states. The 4-C Association is the state level organization that supports the 4-C agencies and coordinates the Futures Project.

Partners

Regional and community partners of the Futures Project vary, but they generally include Michigan businesses and foundations, universities and community colleges, hospitals, school districts, and public health and mental health organizations. Each regional 4-C agency is a public-private partnership, because each receives state contracts for child care resource and referral services in addition to the community support.

Examples of project partners are:

- Michigan Family Independence Agency (FIA);
- Michigan Trust Fund for Children with Special Needs;
- United Way of Saginaw County;
- Dow Chemical Company; and
- Michigan-based foundations.

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History and Development

The seeds of the Futures Project were initially planted in response to a survey conducted in 1985 by the Michigan Women's Commission.

This statewide survey showed a critical need for more child care. One of the Commission's recommendations based on the survey was to establish a statewide Child Care Coordinating Council (4-C) Association to organize and administer a statewide effort to improve child care services. This was begun in 1988 with funds from the Michigan Women's Commission and Mervyn's Department Store. Mervyn's provided support for this effort as part of its national "Family to Family" program, a company initiative to increase the availability and quality of child care for its workers.

A structure for the statewide fund was therefore already in place when, in 1989, the Governor convened a task force of business leaders, union representatives, policymakers, and child care experts to study child care needs in Michigan. In December 1989, the task force recommended a public-private fund to expand the supply of child care in Michigan. State support for the fund was awarded to the 4-C Association to orient and recruit potential providers based on this recommendation. In January 1990, the Ford Foundation also provided funding to improve the quality of family child care, using the California Child Care Initiative as a model, and expanding existing efforts to train and recruit family child care providers in poor, urban areas.

Current Activities

The Michigan Child Care Futures Project trains an average of 3,000 providers each year through the 15 regional 4-C agencies. The 4-Cs work with community partners to:

- conduct targeted recruitment for new and existing child care providers to meet identified community needs;
- provide a range of training levels (basic through advanced), including specific training for providers who care for children with special needs; and
- offer mentoring and support services to child care providers.

The Futures Project initially targeted regulated child care providers, but now includes relatives who provide care, child care aides, and other non-regulated providers. Noting a rise in the use of relative and non-regulated care, the Futures Project has begun to find ways to bring these providers together for training. One effective strategy is offering $150 to relative providers and child care aides who attend training.

Resources

In its first few years, the 4-C Association received support from the Michigan Women's Commission ($150,000), Mervyn's Department Store ($481,000 over four years), the Ford Foundation ($300,000), and the Michigan Family Independent Agency ($241,000). The project was also supported by the Skillman Foundation ($600,000), the W.K. Kellogg Foundation ($230,000), and the Frey Foundation ($270,000). Now operational, the primary supporters of the Futures project currently are:

- the Michigan Family Independence Agency;
- the Mott Foundation; and
- the Trust Fund for Children with Special Needs.

The Michigan Child Care Futures Project encourages local partnerships to garner community support. The project provides fundraising materials and tools, but it is the results of the local programs that attract investors. Several major Michigan corporations invest in the local partnerships that work in their areas. Community leaders and experts such as mental health professionals and small business owners have provided their expertise. Free space for training sessions has been provided by hospitals, the University Cooperative Extension, and school districts.

Results

In 1997, the Futures Project conducted 113 basic training series, 68 advanced series, and 29 training series for child care administrators. As a result, 3,744 providers received training and 152 received credentials. In addition, the Futures Project:

- recruited new and existing child care providers to meet identified community needs;
- enhanced training with a family-centered curriculum for children from low- income families requiring multiple services;
- coordinated advanced training (including training for providers wishing to pursue nationally recognized credentials and accreditation); and
- created a training series and mentoring program for non-regulated providers serving children from low-income families and for providers caring for children with special health care needs.

All training series were approved for continuing education units from Michigan State University, and 925 child care providers used this option.

Individual programs conduct evaluations on a project-by-project basis. These evaluations most often focus on what providers have learned and how the training has changed their behavior. The Futures Project evaluated its basic training programs and found that after 15 hours of training, providers improved on the Early Childhood Quality Rating Scale (a measure developed by the University of North Carolina Frank Porter Graham Center and used throughout the country to assess quality child care) from 2.4 (inadequate) to 3.6 (good). While there is still plenty of room to improve, these results show that the program is effectively targeting providers who need and benefit from even minimal training.

Sustaining and Replicating

The California Child Care Initiative was used as a model for this partnership. In California, the Target and Dayton-Hudson companies financed a collaboration of funders that gave money to resource and referral agencies to recruit and train child care providers. Project creators adapted the California model to fit Michigan. Because the initiative's success is increasingly recognized and valued at the state and local level, the Futures Project plans to expand its work by raising public awareness and working to increase private contributions. It also plans to increase coordination among the partners in order to improve services and programs.

Based on the results of the Michigan Futures Project, other states have increased state funding for training child care providers.

Lessons Learned

Use successful existing networks. The Futures Project built on the successful regional 4-C network instead of creating a new infrastructure.

Local support means local control. The Project is more successful at connecting to the community, gaining support, and raising funds because it builds on the local structure of the existing 4-C Agencies. The Project finds that local businesses and supporters are more willing to invest *locally* than they are to put their funds into a larger, *state* pool.

Share information and resources at the state level. The state 4-C Association is effective for gathering the best ideas and sharing them throughout the network, as well as bringing additional statewide resources to the local level.

Collaboration brings rewards. By mirroring best practices and collaboration, the 15 regional agencies have shown tremendous willingness to work together, share ideas, and feel that the success of one depends on the success of the others. In addition, good collaboration between the state and local levels facilitates strong support from the communities.

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MOST

Description

The MOST Initiative (Making the Most of Out-of-School Time) is a multi-year national initiative with the goal to increase the supply and improve the quality of programs for children when they are out of school. MOST focuses its attention on low-income children ages 5 to 14 in the cities of Boston, Chicago, and Seattle. The Initiative supports, improves, and expands services to school-age children and youth by implementing a host of community-based collaborative projects aimed at building a sustainable system of care for children in their out-of-school time.

Partners

The DeWitt Wallace-Reader's Digest Fund (DWRD) launched the MOST Initiative, which was designed in partnership with the National Institute on Out-of-School Time (NIOST) at the Wellesley College Center for Research on Women. NIOST also serves as national manager for the effort.

In each of the three cities where MOST operates, action plans were developed through an intensive collaborative process aimed at engaging a wide range of public and private community stakeholders, including parents, school-age program administrators and staff, city officials, higher education institutions, and public schools. Youth and local community members are also encouraged to participate in and contribute to local initiatives. Each plan is unique to the needs and resources of its particular community.

In 1995, DWRD awarded grants to 3 of 26 cities that submitted applications. Chicago, Boston, and Seattle were chosen because the necessary leadership and support were already in place in these cities.

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Seattle partners include Seattle Central Community College, School's Out Consortium/YWCA, Child Care Resources, and the city of Seattle. In Boston, the Mayor's Office, Parents United for Child Care, and the State Department of Education are involved. In Chicago, the Day Care Action Council, the Illinois Department of Human Services, and the Chicago Park District provide local support.

History and Development

The DeWitt Wallace-Reader's Digest Fund founded MOST to address the need for a more comprehensive approach to the issues surrounding school-age care. MOST was designed to meet the following goals:

- increasing public awareness of the need for out-of-school care;
- increasing the number of children served;
- assisting with program start-up and improvement;
- increasing professional development and in-service training opportunities for providers;
- assisting school-age care providers in conducting self-assessments of service quality;
- implementing financial assistance programs for families in need of school-age care and practitioners interested in career development;
- providing information and resource sharing via the Internet;
- developing an annual local school-age conference; and
- assisting with local fund- raising efforts to sustain the projects' goals.

Current Activities

The activities of the MOST Initiative vary from city to city, but all focus on raising the quality and increasing the supply of school-age child care. The MOST Initiative works to create

environments that meet children's social, intellectual, physical, and emotional needs.

In Boston, the initiative:

- developed a college certificate, credential or degree program in school-age care;
- designed arts enrichment for out-of-school time programs;
- improved resource, referral, training, and information tracking;
- awarded grants for facilities improvement and expansion;
- organized networks of providers and parents;
- started new programs in the schools and communities; and
- hosted Americorps members to help with program quality improvement.

In Chicago, some of the activities and accomplishments of the initiative include:

- provided staff development opportunities for over 700 school-age professionals through training, college courses, conferences, and tuition reimbursement;
- developed school-age/youth worker competencies to create a set of standards for working with children;
- awarded program improvement grants to out-of-school programs enhancing cultural and educational opportunities for more than 8,000 school-age children;
- partnered with Chicago Park District to add 41 Park Kids programs for over 4,000 children; provided leadership training, program improvement grants and networking opportunities for Chicago Park District staff; and
- collaborated with community based organizations to install computers at 30 school-age programs. These computer sites will provide practitioners, children and families Internet capability with links to the Chicago MOST homepage and Funtastic Field Trip Book as well as other school-age resources.

In Seattle, MOST has:

- promoted use of quality standards and assisted in piloting the first program improvement and accreditation process for out-of-school time providers;
- increased program accessibility for low-income children and youth particularly from immigrant and refugee families by creating and expanding out-of-school time programs that meet their needs;
- helped Seattle families find quality out-of-school time programs by developing a youth activities database on the Internet and distributing 35,000 printed directories listing programs by neighborhood;
- expanded professional development options and improved skills for staff through college classes, mentor projects, community workshops and on-site training;
- strengthened partnerships between schools and out-of-school time programs by jointly designing dedicated school-age care space and by training staff to infuse recreational reading strategies into their out-of school time programs; and
- raised public awareness and community involvement in supporting out-of-school time programs and their positive outcomes.

Resources

Each city received $2.2 million over a six-year period from the DeWitt Wallace-Reader's Digest Fund and was required to raise approximately $1.5 million in matching resources from local sources. For instance, in Boston local funds are provided by Neighborhood Jobs Trust of the City of Boston, Boston Public Schools, The Boston Foundation, Polaroid Foundation and several local foundations. Other resources consist of the time that volunteers and members of the communities contribute to the local efforts.

Results

One of the most important results of MOST is greater awareness of how children and youth are spending their out-of-school time. MOST has focused the spotlight on this issue locally and nationally. Lessons have also been learned about the negative impact that low provider wages and

high turnover have on the quality of school-age care programs.

The DeWitt Wallace-Reader's Digest Fund contracted with The Chapin Hall Center for Children at the University of Chicago to conduct an evaluation of MOST. The evaluation report will address issues of supply, system-building, and self-assessment strategies for program improvement. The evaluation results will not be available until the summer of 1999, but the 1998 interim report found that MOST has helped build systems of school-age care and added to the supply of care in all three cities.

Sustaining and Replicating

At present, MOST has no specific plans to replicate the program in other areas of the country. Staff from MOST and the cities will be presenting strategies and lessons from the initiative. MOST also will develop written materials and staff are available for consultation.

Lessons Learned

Be able to work on several fronts at the same time. Work with all sites and partners on an on-going basis in order to respond to the ever-changing needs of the various programs and trends in out-of-school programming.

Keep the collaboration intact and vital. Work closely with the partners, so that everyone remains involved and excited about the initiative. Take into account the ideas of all the different partners.

Continually assess and modify plans according to findings. The needs and the dynamics of the individual programs are constantly changing. Therefore, it is essential to work closely with the sites in order to serve them in the best way possible.

Take advantage of opportunities. It is important to recognize that different groups from within the communities, as well as outside organizations, have a lot to offer, whether it be financial support, in-kind contributions, or simply a helping hand.

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New York City Beacons Initiative

Description

Just as a lighthouse guides a ship at sea to the safety of the shore, the Beacons Initiative in New York City guides school-age children to success. Beacons are school-based community centers offering after-school programs, as well as extended programming for children, youth, and families in the evenings, on weekends and during the summer. Although the program is geared toward school-age children, it also serves as a community resource, providing support and services to parents, senior citizens, and other community members.

The New York City Department of Youth and Community Development started the Beacons program in 1991. Currently, there are 41 Beacons operating in 32 school districts throughout the city. The program is so successful that the cities of Oakland, Savannah, Denver, Minneapolis, and San Francisco are replicating it.

Partners

The New York City Department of Youth and Community Development funds and manages the Beacons program. The Administration for Children's Services and the Department of Employment administer some of their community-based services through the individual Beacons. Some Beacons also have collocated health services funded by the Department of Health. The Fund for the City of New York, an independent private operating foundation and public charity, is the primary private partner. The Fund documents the initiative, provides technical assistance, and helps to find additional grants and support for individual Beacons.

A community-based organization such as the YMCA or the Police Athletic League manages each Beacon under contract with the City Department of Youth and Community Development. The community group holding the contract also must develop a partnership with other community groups. These include:

- representatives of the school districts;
- police departments;
- parents;
- local merchants;
- youth involved in the program;
- health and social service providers; and
- employment and adult education providers.

History and Development

A New York City Mayoral Commission recommended creation of the Beacons to address the lack of constructive activities available to youth after school. The New York City Department of Youth and Community Development believed that involving children and teens in positive youth development programs in safe havens in their neighborhoods would help reduce drug use and solve other problems in disadvantaged communities.

The first ten Beacons, chosen through a competitive process, were funded in 1991. Each year, the number expanded, and by 1997 there were 41 Beacons. In 1998, the City appropriated additional funds to start 40 more Beacons. A selection process is currently under way for these sites.

Current Activities

The Beacons strive to create an environment within each school that promotes youth development and resiliency. This is accomplished by:

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- creating opportunities for caring relationships to form between young people and adults;
- providing adult support and supervision throughout the day;
- offering high- quality activities that stimulate curiosity and creativity, including educational enrichment, cultural arts, recreation, career education, and community service;
- setting high behavioral expectations and standards for youth; and
- creating opportunities for young people to demonstrate leadership within their schools and in the community.

The program must be open year-round and operate a minimum of 42 hours six days a week. Most programs operate between 3 p.m. and 10 p.m. daily. The Beacons program varies from site to site, but the essential program areas remain the same. The main areas of focus are:

- academic enrichment;
- recreational opportunities;
- school-to-work transition;
- counseling and supportive services;
- leadership and community service; and
- parental and intergenerational involvement.

Each Beacon has an advisory council that includes the school principal and other community members. The advisory council gives input to the lead agency running the Beacon. The Department of Youth and Community Development provides technical assistance through an on-site contract manager and helps with start-up training, while the Fund for the City of New York provides continuing technical assistance. The assistance emphasizes staff training and development, materials development, and individual consultations.

Resources

The New York City Department of Youth and Community Development provides the majority of funding for the Beacons. All forty-one Beacons receive $400,000 annually, plus $50,000 per year to keep schools open until 10 p.m. This generally covers building use six days a week. If the program stays open longer, it must find additional resources to pay for school use.

The Fund for the City of New York also devotes resources to the project and collaborates with other private foundations to increase support to Beacons. Foundations providing support to ten or more Beacons include the Annie E. Casey Foundation, the Charles Hayden Foundation, the Open Society Institute, and J. P. Morgan. The most successful Beacons also find money and support through members of their advisory board and other champions in the community. Strategies include establishing fundraising committees made up of local merchants, and applying for foundation grants.

Results

Based on anecdotal evidence, the program is having a positive impact. Communities have noticed less graffiti, a growing number of youth attend the program, and parents' participation is increasing. Schools have also seen higher attendance and a reduction in the number of suspensions and fighting that takes place. Perhaps the most striking indicator of the success of the program is the willingness of the Mayor and City Council to fund an additional 40 Beacons sites.

An evaluation is currently being conducted by the Academy for Educational Development with funding from the Annie E. Casey Foundation, Open Society Institute, Ford Foundation, and Fund for the City of New York. The evaluation is a three-year project and has three stages. The first stage is documentation and will be available in December 1998. The second stage is a more in-depth impact analysis with staff and participant interviews, and the third will concentrate on four or five Beacons and examine some of the concrete results of their programs.

Sustaining and Replicating

As the demand for Beacons services grows, the program must find additional resources. The program is funded through a city legislative mandate that provides 24 months of funding and an option to extend the program for two or three years. At the end of this period, the program

must submit a new application. Currently, the programs are funded through March 1999. The mayor of New York City has made a long-term commitment to the program, including an additional 40 sites.

The Beacons program is so popular that the Dewitt Wallace-Readers Digest Fund has allocated $1 million for replicating it in Oakland, Savannah, Denver, and Minneapolis. San Francisco is replicating Beacons on its own, with significant funding from the Mayor's Office for Children, Youth and Families and the Evelyn and Walter Haas, Jr. Fund. Chicago also has modeled its YouthNet program on the Beacons' community-based approach.

The Fund for the City of New York is an active partner in the replication effort. When Beacons are established in other cities, the Fund collaborates with a local non-profit agency to work with the sites in the same manner that the Fund works with New York City Beacons. In the replication effort in other cities, the Fund acts as a national intermediary providing technical assistance to the local non-profit agencies.

Lessons Learned

Develop relationships. Creating and maintaining a working relationship between the community-based organization, the Board of Education, and local schools has been a challenge for the Beacons program. Developing good working relationships between the principals of the schools and Beacons directors is vital because cooperation is essential for the partnership to work.

Involve the community. The community must have a say in how the local Beacons operate. Taking time to get to know the community is time well spent. It is equally important to enlist parents as partners in working with the school to keep the lines of communication open between the program, the parents, and the school.

Involve children and youth. As consumers of the services, young people must have a formal say in running the initiative. They are also much more likely to participate if they have a role in its development.

Develop funding resources. It is essential to continually work to improve the model by finding additional funding. More money allows sites to try new things and expand programs. When local sites are able to grow, the program improves.

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North Carolina Partnership for Children (Smart Start)

Description

Every child deserves a chance to have a bright future. In North Carolina, the Smart Start Initiative makes sure that every child receives just that—a smart start in life. Smart Start provides funding and technical assistance to county-level public-private partnerships that design and implement services and programs based on their community's needs. Plans developed by county partnerships include a range of programs and services addressing child care quality and accessibility, health care services for children, and support services for families.

Partners

The North Carolina Partnership for Children (NCPC) is a state initiative that was established to provide support to county-level Smart Start partnerships and to set statewide goals for early childhood programs and services funded by the initiative. NCPC provides funding and technical assistance to county partnerships on program development, administration, organizational development, communication, fiscal management, technology, contracts management, and fundraising.

County-level groups that receive Smart Start funds are required to have broad-based community participation. These local board members include:

- families;
- private business;
- schools;
- health departments;
- social service departments;
- Head Start;
- cooperative extension;
- community foundations;
- non-profit religious organizations;
- child care resource and referral agencies;
- interagency coordinating councils;
- city and county governments;
- child care providers;
- community colleges;
- libraries; and
- mental health departments.

Additional members of these county boards vary from county to county.

History and Development

In the 1980s, North Carolina had one of the highest percentages of working mothers in the country, insufficient child care regulations, poor quality of child care, and low SAT scores. Smart Start was created to address the problem that young children entering school were unprepared to succeed. The children were not only unprepared academically, but some children arrived at school hungry, unable to learn on an empty stomach. In other communities, lead poisoning threatened children's health and ability to learn.

Smart Start began as the result of a task force created under Governor James B. Hunt. The task force saw that solutions for children were not going to come from the state capital of Raleigh, but rather from the local communities where the children and their families lived. In 1993, legislation passed which established a structure at the state and county levels and allocated funds for providing services to young children and families. The state-level partnership would provide funding and technical assistance, and county-level partnerships would design and implement quality services and programs for children based on community needs. County partnerships were given flexibility to make decisions about the services that they would provide. Beginning with twelve partnerships in 1993, Smart Start has now expanded to all 100 North Carolina counties.

Current Activities

All children from birth to age five and their families are eligible for Smart Start services, regardless of income. In each county partnership, planning teams make decisions about the kinds of programs to develop using Smart Start funds.

County partnerships spend anywhere from 30% - 76% of their Smart Start funding on child care subsidies. Currently, a total of over $23 million, or 42% of all Smart Start funds across the state, are being used for this purpose.

Smart Start funding spent on child care related activities other than subsidies, such as teacher education and support, is $17 million, or 30%. The remaining funds are spent on health services, and family support programs and services, such as parenting and education.

Resources

In 1998, the North Carolina General Assembly approved $143 million for Smart Start. The partnership was mandated by the General Assembly to raise one dollar for every $10 it receives in state funding. Since Smart Start began, over $30 million in cash and in-kind contributions have been raised and volunteers have contributed over 400,000 hours of their time. In 1998 alone, nearly $11 million in cash and in-kind contributions were received from the private sector, and more than 135,000 volunteer hours were recorded.

Results

Since Smart Start began five years ago, the partnership has:

- offered higher-quality child care to more than 100,000 children;
- provided training and education to more than 26,000 child care teachers, including more than 7,000 through T.E.A.C.H. scholarships;
- provided preventive health care to more than 97,000 children;
- provided parenting and health education to more than 60,000 parents;
- provided child care subsidies to over 50,000 children; and
- created more than 33,500 spaces in child care and education programs.

County partnerships are responsible for evaluating all local Smart Start activities, and assessing whether individual activities are making a difference in the lives of children and families. Funded activities must have clear goals, objectives, measurable outcomes, and strategies.

The Planning and Oversight Committee of NCPC's Board of Directors developed a set of core services to help county partnerships develop and implement programs that have a direct impact on school readiness. In 1997, for the first time, Smart Start plans required measurable outcomes for each activity that will receive Smart Start funds. A statewide evaluation of Smart Start services is currently being conducted by the University of North Carolina's Frank Porter Graham Center.

Sustaining and Replicating

Smart Start is often used as a statewide, comprehensive model for early childhood initiatives in other states and for national policy discussions. The John F. Kennedy School of Government at Harvard University selected the program as a model for replication, awarding it one of the 1998 Innovations in American Government Awards. Smart Start has not been replicated in its entirety in any other state, but many states have shown interest in adapting the model. In May 1998, more than 150 people from half of the states came to North Carolina to see how Smart Start works at both the state and local level.

Lessons Learned

Track results from day one. NCPC learned that demonstrating results can be the key to retaining the support of legislators. After one year of Smart Start funding, North Carolina legislators were calling for a demonstration of results. Without data on individual participants, this could not be readily provided. The Partnership would have been able to show results more

quickly if the programs had tracked individual children from the start.

Be accountable. In addition to being able to demonstrate results, NCPC learned that it needed to assure the public and the state legislature that there was appropriate oversight and accountability of Smart Start dollars. This was especially challenging for NCPC, because the county-level partnerships were still developing at the same time that they were responsible for making program and funding decisions. In April 1996, the NCPC Board of Directors adopted a comprehensive accountability plan designed to tighten fiscal controls, increase accountability, and strengthen oversight of Smart Start.

Develop broad support. Because Smart Start is "owned" by diverse stakeholders and benefits all families at the county level, the program now has broad-based support for increasing state-level Smart Start expenditures.

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North Dakota Infant/Toddler Enrichment Program

Description

In North Dakota, attitudes about child care are changing. By teaching the teachers, the Infant/Toddler Enrichment Program is helping to improve the quality of child care throughout the state. Anyone who takes care of infants and toddlers is a target for the program. A network of child care trainers works to educate caregivers and parents, and encourages the long-term retention of child care workers. "You can't believe the difference in child care," said one trainer. "The women's attitudes about the importance of the job, using the knowledge, the atmosphere. . .the interaction is different."

Partners

The members of the Infant/Toddler Enrichment Program include:

- the Bush Foundation – a regional foundation supporting similar efforts in Minnesota and South Dakota;
- the North Dakota Department of Human Services (NDDHS);
- tribal nations (Three Affiliated Tribes, Spirit Lake Tribe, Turtle Mountain Band of Chippewa, and Standing Rock Sioux Tribe);
- WestEd Laboratory of California--a non-profit research, development, and service agency dedicated to improving education and other opportunities for children, youth, and adults;
- the North Dakota Early Childhood Training Center at North Dakota State University; and
- the North Dakota Child Care Resource and Referral Network.

History and Development

WestEd Laboratory of California developed the model for the Infant/Toddler Enrichment program through a contract with the California Department of Education. In April 1993, the Bush Foundation contacted the North Dakota Department of Human Services (NDDHS) about implementing the program in North Dakota. In 1994, NDDHS received a grant from the Bush Foundation and contracted with WestEd Laboratory to implement a training program that helps caregivers understand and provide high quality child care. WestEd Laboratory has trained over 100 North Dakota trainers to teach some or all of the program to caregivers. In the first two years, between 600 and 900 child care providers attended each of four 10 hour training sessions. Some of the child care providers who attended the sessions included representatives from the health care industry, government, foster care agencies, Head Start, Early Head Start, and special education.

Current Activities

The Infant/Toddler Enrichment Program is designed to improve the quality of care for infants and toddlers through the recruitment, training, and retention of infant and toddler caregivers. The core of the program is four 10-hour training sessions that teach the latest in child development theory, research, and practice. Topics include language and learning, age-appropriate activities, temperaments, and the creation of nurturing relationships.

Since its start four years ago, the program has expanded geographically and educationally. In addition to the core curriculum, students can receive advanced training in shorter five-hour sessions that teach relevant topics, such as infant brain development. Training occurs in a variety of settings, such as parent education programs, teen parent programs, Head Start and Even Start centers, family child care association meetings, professional conferences, and college courses.

The training program is also being adapted and used in more informal settings, especially on the tribal reservations in the state. Each of the four tribal colleges receives funding to implement the Infant/Toddler Enrichment Program. In every tribe, the program looks different. Some tribes focus on education and integrate WestEd's materials into college courses. Other tribes focus on outreach and use the funds for education in informal settings like nutrition and health clinics.

The expansion of the training model into informal community settings has garnered additional support from the community. One tribal college has established a full-time position to support early childhood development programs.

On one reservation where relatives and elders care for most of the children, the program reached out to one of the grandmothers of the tribe. Trainers invited the grandmother to a training session where she worked with the program to adapt the curriculum for other caregivers on the reservation. Involving the grandmother helped build credibility for the training program and improved outreach among the informal network of caregivers.

Resources

The Infant/Toddler program is funded by a $2.5-million grant from the Bush Foundation that ends in 1999. The program also receives $50,000 a year from the federal Child Care and Development Fund. Participants pay a small fee to ensure their commitment to the program.

The North Dakota Department of Human Services (NDDHS) administers the funds and contracts with other organizations or departments to implement the program. WestEd has a subcontract to implement their infant/toddler training course in North Dakota. The Early Childhood Training Center at North Dakota State University receives the bulk of the remaining funds for marketing, equipment, coordination of training sessions, and the evaluation of the program.

Results

Over 100 North Dakota teachers have received training by WestEd to teach some or all of the training modules to caregivers. In the first two years, a minimum of 600 child care providers received training in each of four 10-hour training modules, and some modules had more than 900 participants.

The North Dakota Child Care Resource and Referral Network and the North Dakota Early Childhood Training Center are conducting an evaluation of the Infant/Toddler Enrichment Program, as required by the Bush Foundation. The evaluation seeks to determine whether the training program has increased the number of infant and toddler caregivers, improved the quality of care for infants and toddlers, and increased the retention rate of child care providers. Evaluators will conduct telephone interviews with providers and parents to determine if the training has made an impact on how they work with infants and how infants respond. Results will be available in 1999.

Sustaining and Replicating

North Dakota and Minnesota simultaneously implemented the WestEd program with help from the Bush Foundation. Neighboring South Dakota recently received a Bush Foundation grant and has started to replicate the model. Last year, a training session was held for professional child care trainers from North Dakota, South Dakota, and Minnesota. These three states have formed a network to help each other replicate and sustain the program. The training curriculum in these three states does not vary dramatically, but the types of partnerships formed in each state to implement the program are different.

Two challenges in a largely rural state like North Dakota are the physical distance between training sites and the small number of trainers in each area. All training sessions have to be strategically planned in order to maximize attendance, and some sessions are planned even though there are only three or four providers in the area. North Dakota was able to build on an existing training network that was in place

before the Infant/Toddler Enrichment Program. This allowed the program to expand rapidly into many rural areas of the state.

Probably the most effective way to ensure that the program lasts is to make it a part of the education and social service agencies that already exist. The principles of the Infant/Toddler Enrichment Program are now being incorporated into state licensing laws and voluntary guidelines for caregivers. Program participants have incorporated materials and lessons learned from the training into their daily activities. Regional Migrant Head Start offices have a complete library of videos that are used during regional training, and articles developed from the training are shared in child care newsletters.

Infant/toddler training also is being included in higher education settings. Eleven institutions have received infant and toddler videos and other resources, and WestEd Laboratory worked with a curriculum consultant to incorporate infant and toddler videos and materials into tribal college early childhood development courses. Two of the tribal colleges began early childhood development associate degrees as a result of the infant/toddler program. Another tribal college is developing the degree requirements and coursework.

Lessons Learned

Be flexible and culturally sensitive. The Infant/Toddler staff adapted the training program to fit the culture. Training in tribal areas needed to be more informal and include the support of the elders. The program incorporated the grandmothers as trainers in order to build credibility and reach a wider audience.

Plan the evaluation prior to implementation. Determine the outcomes that the evaluation will measure prior to the implementation, and establish a baseline for comparison.

Go the extra mile for active participation. Some partners are necessary for the success of the partnership. If they are unable to participate in meetings, then change the meeting times or ask the partner to send a designee who can make decisions so that the partnership can proceed.

Travel. Conference calls and written correspondence are not as effective as in-person meetings, especially in the early stages of the partnership. Face-to-face meetings help build the necessary trust and motivation among partners.

Find a champion. Lieutenant Governor Rosemarie Myrdal traveled to California to learn about WestEd's infant/toddler training program before North Dakota received the Bush Foundation grant. Her participation in and support for the training program helped to secure the grant from the Bush Foundation and raised public awareness about the program.

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One Small Step

Description

Like a baby's first steps, the first steps of an initiative are sometimes the most difficult ones to make. They are also the most important. In the San Francisco Bay area, employers are making important steps toward tackling the difficult issue of child care, as well as other family-related issues. Founded by the United Way of the Bay Area in 1986, One Small Step (OSS) is a regional employer association that encourages the development of employee and family support initiatives. OSS, also known as the Bay Area Employer Work & Family Association, includes more than 70 employers and represents more than 300,000 workers throughout the nine-county area. Through OSS and its programs, these workers have more options in balancing their work and family job responsibilities. Every small step that OSS makes to help employers make their workplace more family-friendly directly affects thousands of employees and their families.

Partners

The employers participating in OSS include businesses and represent industries such as high-tech, financial services, and telecommunications, as well as city and county governments and universities.

Since 1992, OSS has also partnered with a variety of consultants and service providers to help employers stay informed about the latest work/life resources. These partners benefit from networking opportunities at OSS events, listings in the OSS directory and Web site, and referrals.

History and Development

One Small Step began with a group of about 15 public- and private-sector employers who wanted to make a difference in the lives of their employees and communities. Their objective was a simple one: to educate business leaders on how the needs of families impact the workplace. The founders of OSS wanted to share information on programs that help employees balance work and family. According to national statistics, nearly two out of three mothers with children under age 18 are in the labor force, and single-parent and dual-income households are on the rise. Many baby boomers also find themselves caught between caring for elderly parents and raising their own children. At the same time, discussions with local business leaders in the Bay Area showed that many businesses had no idea how to address their employees' family needs.

Through publications, conferences, and other services, OSS provides employers with information and strategies for taking "one small step" to respond to business and family needs with a new or expanded workplace initiative. OSS provides employers with a regular forum to exchange information, experiences, and strategies with their peers.

By 1991, the association's membership had grown from 15 to nearly 100 employers. While the membership was increasing, the OSS mission was also expanding to include other family-related issues, such as elder care. The scope of One Small Step's activities continues to expand in response to employer interest in developing employee and family support initiatives. Discussions among One Small Step participants are now moving beyond dependent care issues to take into consideration the diversity of people's lives outside work.

The "one small step" concept has been powerful in two respects. First, the vision is realistic, in that changes in workplace policies and practices are typically gradual and achieved through many small steps. Secondly, the "one small step" concept has been specific enough to focus employers on advancing changes, while at the same time broad enough to allow the types of

changes to evolve over time (e.g., child care, elder care, flexibility, culture change, work redesign, etc.).

Current Activities

One Small Step has established itself as a regional clearinghouse where employers can efficiently access resources and models on ways to balance work/life issues. Through a variety of activities—conferences, roundtable discussions, publications, research projects, and referrals—Bay Area employers regularly exchange ideas and information on workplace initiatives that help employees at different life stages. Typically, OSS works with human resource managers, as well as diversity managers, health programs managers, work/family coordinators and others involved in developing work/life initiatives. Recognizing that employers often do not take "steps" alone, OSS partners with many of the leading specialists and service providers in the country. These experts consult with employers on a wide range of subjects, including child care, elder care, financial management, mental health, and organizational development.

One Small Step maintains an active Executive Committee, comprised of a cross-section of representatives from its employer membership, that sets policies and oversees operations. In addition, all OSS participants provide year-round feedback through event evaluation forms, periodic membership polls, and regular communication with OSS staff.

Over the years, OSS has also formed a number of both formal and informal partnerships with various private, public, and community groups to address issues such as family leave legislation, back-up child care, small business concerns, and long-term care.

Resources

One Small Step's annual budget is approximately $175,000. About half of the association's funding comes from annual membership dues from participating employers and work/life service providers. The three levels of annual membership support are: sponsors ($5,000), supporters ($2,000), and general members ($300). The One Small Step Partner option for work/life consultants and service providers has an annual fee of $175. There is also a $35/year One Small Step Colleague option for individuals who wish to receive OSS's newsletter and discounts on OSS publications.

Other sources of funding include:

- corporate sponsorship for conferences, research projects, and publications;
- event registration fees;
- publication sales; and
- speaking honorariums and interest income.

In its early years, OSS benefited from in-kind assistance and program grants provided by the United Way. While OSS continues to rent office space from the United Way, it is now primarily supported by corporate membership dues and contributions. One Small Step is seeking foundation and other community support for specific projects.

One Small Step staff includes a full-time director, a part-time project manager, and a part-time administrative coordinator. Volunteers, student interns, and temporary employees provide additional assistance when needed. One Small Step currently operates under the auspices of the Northern California Council for the Community (NCCC). Prior to 1994, The United Way of the Bay Area served as One Small Step's fiscal sponsor.

Results

Member satisfaction and a growing membership signal the success of One Small Step. The impact of the work of OSS is seen in the many new programs and partnerships that have grown and continue to grow out of its efforts.

For example, in 1991, OSS created a Bay Area consortium for child care with the San Francisco Barristers Club to address back-up child care needs when regular child care providers are not available. This is an area that has been of particular interest to law firms because of the extended and often unpredictable hours that their employees work. During 1991and 1992, OSS guided interested employers through the process

of exploring options and conducting a study to determine the feasibility of establishing an in-home care service for employees of participating organizations. As a result, an in-home child and elder emergency care service was launched in 1995. The service contracts with a growing number of Bay Area employers, and has been very effective in helping employees to stay at work when their regular child or elder care arrangements are not available.

Strong attendance at One Small Step events, a growing demand for One Small Step publications, and high membership renewal rates (averaging 75% to 90% in recent years) also reflect both high levels of client satisfaction and continuing need for OSS's services.

Sustaining and Replicating

The organization participates in a planning process every four to five years. This process helps OSS reflect on its activities and set a course for the next few years that responds to the needs of its members. In 1997, OSS developed a business plan to: guide its growth and structure, provide new services for members, and strategically increase efforts to recruit new members. OSS regularly conducts surveys and evaluations to identify member needs and concerns on topics such as flex time, leadership development, and domestic partner policies.

One Small Step is a model for similar regional work/family groups across the country, including groups in New England, Minneapolis-St. Paul, and Washington, D.C. While OSS's services are geared primarily toward its member organizations, OSS also provides assistance to non-member individuals and organizations across the country.

Lessons Learned

Design an appropriate resource structure for the partnership. OSS created a membership fee structure (sponsor, supporting, and general members, as well as partners and colleague options) and developed fee-based products and services that are able to sustain the organization's primary activities.

Solicit and use input from partners in designing programs. OSS continues to find new and different ways to gather input from its constituents. The association then designs programs and services to meet the membership's needs. This kind of responsiveness is credited with maintaining member satisfaction and support.

Plan and evaluate on a regular basis. Every four to five years, OSS has taken the time to reevaluate its mission and activities and create a plan for future growth and activity. OSS has found that each planning process created growth spurts and high energy that quickly moved the organization forward with new goals and activities.

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Oregon's Child: Everyone's Business

Description

In Oregon, raising healthy children is everyone's business. The statewide campaign, Oregon's Child: Everyone's Business, is spreading that message and is motivating businesses, communities, and families to take action. The goal of the campaign is to promote the healthy development of young children. To achieve this goal, the campaign uses the latest brain research to educate the public about the critical first years of life. Oregon's Child: Everyone's Business also distributes lists of simple things that individuals, businesses, and communities can do to make a difference in children's lives. The campaign also publicizes the work of successful programs that connect families with needed services and resources.

Partners

Oregon's Child: Everyone's Business is a statewide collaboration of more than a dozen public and private organizations. The Oregon Commission on Children and Families coordinate the campaign. Other partners include:

- the Oregon Association of Family and Consumer Sciences;
- the Oregon Child Care Resource and Referral Network;
- state and county agencies of health, education, and child care;
- state and county libraries;
- the Center for Career Development in Childhood Care & Education;
- businesses such as Mentor Graphics Corporation and Kaplan Companies (a producer of school supplies, toys and games);
- Oregon State University;
- private non-profit organizations; and
- home visiting programs.

History and Development

In 1996,the Oregon Commission on Children and Families, the Oregon Child Care Resource and Referral Network, and other early childhood stakeholders in Oregon met and received training in media skills to prepare for the state's involvement in the nationwide "I Am Your Child" campaign. The goal of the "I Am Your Child" campaign is to educate the public about early childhood development. When the national campaign kickoff was delayed, members of Oregon's early childhood community met to determine what the state could do. The January 1997 meeting produced Oregon's Child: Everyone's Business, a three-year campaign to spread the word about new research on infant brain development and its implications for early care and education. As time went on, the campaign recruited private-sector partners, developed a memorandum of agreement signed by the heads of the partner organizations, and created a structure that included a state steering committee and three workgroups. In February 1997, the partners kicked off the campaign at the state capitol with a photo exhibit, including excerpts on brain research findings and suggested actions.

Current Activities

The work of the partnership is organized into three work groups: a materials development and distribution group, a speakers bureau, and a public policy and advocacy group. The partnership is considering adding a fundraising group in the near future.

The materials development and distribution group produces and distributes informational materials, including a composite video containing three short segments on the brain research, and postcards with information on

"what to expect" and "what you can do" with children at different ages. They also distribute videos and booklets on parenting and choosing quality child care published by I Am Your Child. This group developed a professional, quality traveling exhibit on brain research and its implications for early childhood programs and policies. Agencies and organizations throughout the state reserve the exhibit for up to a week at a time through the Commission on Children and Families.

The speakers bureau workgroup coordinates volunteers who make presentations on the implications of the brain research for early care and education. About 80 presenters have been trained to use the "Maximizing Oregon's Brain Power" training materials, developed in collaboration with Dorothy Routh, director of the Florida Starting Points Initiative. Trainees agree to present the information to at least three groups in their community. A few presenters have been selected to recruit and train additional volunteers on how to make effective presentations on the new brain research. They commit to plan, publicize, and conduct full-day comprehensive training on the "Maximizing Oregon's Brain Power" program.

The statewide speakers bureau is organized into seven regions, each staffed by a voluntary coordinator who collects and maintains training and resource material for use by trainers and presenters in the region. The coordinator also serves as a contact person with the state campaign regarding training schedules, new presenter and trainers, evaluation tools, and campaign-related activities in their region. Coordinators provide information regarding training schedules, new presenters and trainers, evaluation tools, and general communication.

The public policy and advocacy work group recently organized the "Oregon's Child" Policy Summit. The Oregon Association of Family and Consumer Sciences provided leadership in raising funds and coordinating the summit. Of the more than 400 parent, policymakers, social service providers, and business leaders who attended, over 200 completed pledge cards. The cards included actions that the signers would take to advance the use of early brain research in programs and policies.

Resources

The Oregon's Child: Everyone's Business campaign has no set budget, but raises funds, as needed, to carry out its activities. All of the partner organizations have contributed in-kind support that amounts to thousands of dollars and hours of staff time, travel expenses, and office services. Members of the partnership have also donated funds from a variety of their program budgets to support events and the production of materials. In most cases, organizations pay bills directly, rather than making a donation to the campaign itself.

It is difficult to estimate the total cost of the campaign, because the funds came from so many sources.

- The initial media training cost was approximately $2,000, with funding from the Oregon Child Care Division and the Oregon Commission on Children and Families.
- Oregon Child Care Resource and Referral Network and the Oregon Association for the Education of Young Children provided in-kind support.
- Oregon Healthy Start, with the assistance of the Clackamas Commission on Children and Families and the Oregon Association for the Education of Young Children, provided $8,000 for the printing and distribution of the first series of photo cards.
- A Danforth Foundation grant provided $5,000, which supported the initial training of trainers and a portion of the traveling exhibit.
- The Oregon Department of Education contributed $1,700 in printing services for the speakers' bureau training notebooks.
- The Oregon Association of Family and Consumer Sciences conducted private- and public-sector fundraising to support the Oregon's Child Policy Summit.

Results

The campaign has reached thousands of people through the speakers bureau and materials distribution. Presentations on the brain research were made to over 2,000 participants between November 1997 and June 1998. More than 100,000 postcards in English and Spanish have been distributed to parents and caregivers of young children.

Sustaining and Replicating

The partnership successfully adapted model programs and materials from other states and organizations to use in the Oregon campaign. The speakers bureau adapts Dorothy Routh's work in Florida, and the partnership distributes materials from the Families and Work Institute and the "I Am Your Child" campaign.

Oregon's Child: Everyone's Business was designed as a three-year campaign that would end in 1999. The partnership is currently examining options to sustain the work of the campaign after 1999. Efforts include exploring incorporation of the speakers bureau and training activities into the Center for Career Development in Childhood Care and Education at Portland State University, and creation of an advocacy organization sustained by membership dues. The campaign has helped to solidify a network of key state-level public, private, and non-profit organizations invested in early childhood issues that will support local coalitions committed to the campaign goals.

Lessons Learned

Take advantage of momentum and interest. The state's early childhood system initially mobilized for a media campaign in order to participate in the national "I Am Your Child" campaign. When the start of the national campaign was delayed, the Oregon Commission on Children and Families and the Oregon Child Care Resource and Referral Network started a statewide campaign independent of the national campaign to maintain the momentum and interest.

Build on existing collaborations. The early childhood community in Oregon had a history of working together before Oregon's Child: Everyone's Business was born. Several initiatives funded by private foundations and state and federal government to improve early care and education preceded the campaign and helped build the infrastructure for a partnership around this issue. Oregon's Child: Everyone's Business successfully tapped into and built upon the strong foundation of collaboration within the state's early childhood community.

If you do it, they will fund it. While the partnership has never had a set budget, each of its initiatives has been supported from the budgets of the organizations participating in the partnership, or from fundraising efforts. The partnership has not only been successful in gaining support for initiatives, but has also been able to mobilize effectively to respond to money becoming available. For example, Oregon's Child: Everyone's Business was preparing to create postcards that share information on child development. When money became available, they were ready to move quickly to design and print the cards.

Create a structure to support the work. Three structural cornerstones improved the success of the Oregon's Child: Everyone's Business campaign. The memorandum of collaboration signed by the executives of the partner agencies showed commitment from the top and provided the first cornerstone. The second cornerstone is the workgroup structure. The workgroups harness the energy and ideas of committee members by providing a structure that assigns responsibility for completing specific tasks. The third cornerstone is the ongoing commitment from key organizations to coordinate the campaign. Initially, the Oregon Commission on Children and Families and the Oregon Child Care Resource and Referral Network shared that responsibility. Currently, the Oregon Commission on Children and Families continues to coordinate the campaign, while the Oregon Association of Family and Consumer Sciences is the private non-profit organization taking the lead.

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PlusTime New Hampshire

Description

When a person thinks of child care, the care of babies may come to mind. But even after children start school, they still need care. PlusTime New Hampshire, a non-profit group formed in 1990, focuses on meeting the needs of school-age children in the state of New Hampshire. PlusTime does not provide direct services to children. Instead, it works throughout the state by helping communities start up and improve programs for children.

Partners

PlusTime New Hampshire is a private, non-profit agency that receives the majority of its funding from the New Hampshire Department of Health and Human Services. The Board of Directors of the partnership includes representatives from:

- child care agencies and city child care coordinators;
- the Departments of Education, and Parks and Recreation;
- Boys & Girls Clubs, YWCA, and YMCA;
- the University of New Hampshire's Cooperative Extension Program;
- the National Guard;
- health maintenance organizations (HMOs);
- schools; and
- the criminal justice, faith, advocacy, volunteer, and business communities.

History and Development

There were plenty of groups concerned about child care in the state of New Hampshire, but there was no group working to help develop programs for school-age children. The Department of Health and Human Services was worried about the lack of programming for school-age children. In 1990, the Department issued a request for proposals to establish a group devoted to improving programs for school-age children, and PlusTime New Hampshire was born.

The Board of Directors of PlusTime developed a strategic plan with six goals:

- helping communities to build constituencies in support of school-age care and to build support at the state level;
- cooperating with other organizations, such as the Department of Parks and Recreation;
- advocating for school-age programming in the state legislature;
- assisting programs with quality improvement, training, and developing supportive networks of programs;
- expanding the number of programs and helping programs to build capacity; and
- helping communities to find and secure needed funding.

The initiative is currently working with 80 communities throughout New Hampshire. Several core values guide the initiative. They are:

- families need to understand what quality means and to have choices to meet their needs;
- school-age children must be supervised by caring adults and must be involved in programs that encourage their growth and development;
- staff need appropriate training and resources;
- communities need technical assistance to help provide quality programs;
- organizations need to collaborate, encourage, and support the development of quality programs; and
- the New Hampshire state government, communities, families, providers, and youth must work together to meet the needs of children when they are not in school.

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Current Activities

Through a partnership with the Corporation for National Service, PlusTime New Hampshire has expanded their staff to include AmeriCorps VISTA members serving communities across the state. They are able to offer free start-up support and technical assistance for communities that are developing and improving school-age programming in their area. PlusTime New Hampshire has 5 offices across the state, 3 of which are in armories and supported through a partnership with the New Hampshire National Guard Center Drug Taskforce. PlusTime does not initiate activities in a community. A community member or organization asks the group for assistance. PlusTime provides assistance at every step, from building a local coalition and doing a needs assessment for the area, to writing grants and helping to find funds for the local initiative. PlusTime helps the communities write grant proposals and also provides small grants for start-up and quality improvement.

In addition, the staff of PlusTime New Hampshire hold monthly district network meetings to provide regular training for providers. These meetings provide a natural opportunity for child care providers to learn from one another. The feedback on these meetings has been quite positive.

Resources

The annual budget for Plus Time New Hampshire was $300,000 between June 1997 and June 1998. Funds come from the New Hampshire Department of Health and Human Services through the:

- Child Care and Development Block Grant ($120,000);
- state health care transition grant. ($100,000); and
- Bureau of Substance Abuse Services ($29,203).

The Corporation for National Service and other private funding supports PlusTime New Hampshire

In addition, through the summer of 1998, Providian Financial Bank made a 4-year $250,000 pledge. These funds will double the amount of the mini-grants Plus Time gives to local programs, educate communities on school-age care, and leverage contributions from other corporations.

The local initiatives receive their funding from a county incentive program, Safe and Drug Free Schools funds, state and local health care organizations, and local foundations. PlusTime assists local initiatives in applying for these funds.

Results

The partnership has seen significant results since its inception. Between June 1997 and May 1998, the program has:

- reached more than 5,000 private individuals through workshops, conferences, and information distribution;
- introduced legislation to support school-age programming;
- established 21 new partnerships with businesses; and
- increased available child care slots by 1,400.

Sustaining and Replicating

The partnership has been in existence since 1990, and it continues to grow through increased funding and by supporting additional communities. The partnership was not modeled on any other partnership. PlusTime New Hampshire and these unique collaborations have been cited as a national model by the U.S. Departments of Education and Justice, the Corporation for National Service, and the National Institute of Out-of-School Time.

Lessons Learned

Involve a variety of partners. The Board of Directors, which involved individuals from all sectors, was very important to the success of the initiative. They brought together a variety of views from the beginning, which put the partnership on the right track.

Make sure that the partners share a common mission. Look for places where the mission of the initiative meshes with the mission of potential partners. Ideally, one should identify where the missions complement each other, and then build from there.

Businesses have more to offer than just funding. Corporations and businesses can make great contributions to initiatives, besides the monetary funding they provide. Business leadership and clout can keep a partnership moving towards its goals.

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Ready To Succeed Colorado Partnership

Description

The Ready To Succeed Partnership (RTSP) was launched in 1995 to respond to Colorado's urgent need for high-quality early child care and education. RTSP is a partnership among a wide array of Denver-based organizations, representing the child care, health, education, social service, and government sectors. It seeks to improve the school readiness of Denver's at-risk children by increasing the quality of early childhood care and education. RTSP works with seven child care centers in the Denver area, focusing on seven components:

- family involvement;
- high-quality early childhood care and education;
- comprehensive health and human services;
- human resource development and recognition;
- collaboration;
- advocacy and public awareness; and
- evaluation.

Partners

The Ready To Succeed Partnership includes both child care providers and partners who provide resources for the partnership. Providers include:

- Mile High Child Care/Edna Oliver;
- Hope Center;
- MileHigh Head Start;
- Sewall Child Development;
- Denver Indian Center;
- Clayton Mile High Family Futures Early Head Start; and
- Smith Renaissance School of the Arts.

Resource partners include:

- Mile High United Way;
- Colorado Children's Campaign;
- Denver Public Schools' Department of Early Childhood Education;
- University of Colorado's Center for Human Investment Policy;
- The Colorado Governor's Office of Families and Children;
- Colorado Office of Child Care Services;
- Colorado Department of Education; and
- Colorado Department of Health - EPSDT.

History and Development

In 1995, the *Cost, Quality and Outcomes Study* conducted by the University of Colorado found that 94 percent of Colorado's licensed child care providers were poor or mediocre. Only 6 percent of centers provided the type of high-quality care that supports child development, and almost 40 percent of infant-toddler care centers did not even meet minimal standards. In addition, the Denver Public School System reported that 65 percent of students enrolling in its schools were at risk of school failure. In response, 15 organizations came together to see if collectively, they could increase the quality of child care. As a result, the Ready to Succeed Partnership was born.

In 1995, RTSP launched a five-year quality improvement demonstration project to learn how to improve school readiness for Denver's most at-risk young children. The partnership spent the first year organizing and seeking start-up funds. A Board of Directors was established to provide oversight; it included the executive directors of each provider partner and several resource partners. In 1996, the Partnership hired a full-time project coordinator to raise funds and oversee partnership activities, guided by the board. Then in 1997, RTSP hired a

collaboration specialist to assist with the administration of grants and fiscal procedures, and an evaluation specialist to assist in evaluation procedures and data collection.

Current Activities

The Partnership helps providers move toward earning national accreditation; operating a full-day, year-round facility; providing a nurturing environment for children and staff; and involving families in all aspects of their children's care and education.

To this end, RTSP has:

- established seven toy and resource lending libraries for parents and teachers at each provider partner location, reaching over 450 families;
- hired seven parent outreach workers to ensure meaningful parent involvement in the toy libraries and literacy activities of each center and track the impact of these activities;
- awarded scholarships to teachers for higher education and held annual recognition banquets honoring outstanding RTSP provider teachers and leaders;
- provided professional development opportunities to help providers in the seven centers obtain the necessary training for National Association for the Education of Young Children (NAEYC) accreditation;
- ensured family access to community-support systems; and
- provided referrals to health care providers.

RTSP also works to enhance quality in six local public school early childhood classrooms that serve at-risk 4-year-olds. Each RTSP child care center partners with one of the neighborhood public school early childhood classrooms. These partnerships support family-based literacy programs. RSTP also sponsors parent education seminars at the public schools and RTSP Centers, and hires and trains parents to read to children in early childhood classrooms.

Resources

RTSP's annual working budget is between $550,000 and $650,000. Current funds come from government, community, foundation, and private funds.

In January 1996, the Partnership received grants from The Denver Post McCormick Tribune Foundation and Mile High United Way for start-up, staffing, and early implementation. Additional funds were raised from United Way supporters, the Colorado Department of Education, Colorado Youth Crime Prevention funds, and the City of Denver Great Kids.

Funds are allocated to provider partners based on each partner's needs in the seven quality component areas and the number of families served. The Partnership estimates that $724,000 is needed annually for ongoing RTSP quality improvement. The Partnership continues to look for ways to raise additional revenue, since funds to improve the salaries of early childhood education staff are not included in the estimate.

Results

In the first two years (1996 and 1997), the Partnership achieved results in its seven targeted areas. Perhaps the most significant accomplishments are the changes in social behavior and the improved school readiness of the children according to the measurements of the Denver Public Schools. Additionally, since the formation of the partnership, 317 children have received mental health consultations and three of the centers have become NAEYC accredited.

To make sure that the initiative would be well documented, the partners agreed to participate in a detailed quality impact evaluation designed and facilitated by the Center for Human Investment Policy at the University of Colorado. This evaluation, scheduled for completion in 2000, will show which quality components make a difference in children's readiness for school.

This impact evaluation collects information annually to keep the project focused and make mid-course adjustments based on changing needs or better practices. A comprehensive final

evaluation of all five years of data will be available in 2000 and assess the Partnership's overall impact on:

- child readiness for school; and
- changes in quality of early care and education.

Throughout the five years, the Partnership is tracking lessons learned about collaboration. Additionally, Ready To Succeed Partnership is documenting the level and intensity of implementation of strategies aimed at improving quality of child care and child readiness for school.

Sustaining and Replicating

The Ready to Succeed Partnership is identifying replicable aspects of the project through the evaluation process. In the meantime, RTSP is able to share its key elements and early success strategies with other initiatives. For example, two other early childhood initiatives in Colorado, Educare and Bright Beginnings, are looking to RTSP's model of partnership, quality improvement strategies, and curriculum development to inform their own designs for statewide early childhood improvement efforts. Other states can also adapt these strategies. The project's five-year evaluation results will further help RTSP document successful, replicable local-level strategies.

Lessons Learned

Build on past relationships. RTSP was fortunate in that many of the relationships between partners had already been established prior to the formation of the Partnership. The trust, dedication, and genuine concern for the community's children were already in place.

Working with many partners is challenging. The Partnership has found it challenging to maintain the collaboration of 15 organizations. However, all partners have been willing to spend time communicating with one another and working together to ensure the success of the overall project. With no "how-to" guide, RTSP is learning how to build a true collaboration by doing it.

A leader with a vision is necessary. The executive director of Mile High Child Care, a respected child advocate and child care provider, was able to articulate the need for increased quality child care and her vision for the potential impact of the Partnership. Under her leadership and with the support of the co-chair from Mile High United Way, the Partnership pulled together funders, child care providers, child advocates, schools, and state agencies to rally around and support a shared mission.

Some structure builds credibility. The hiring of a core staff provided consistent and efficient methods and procedures to ensure proper program implementation and recordkeeping.

Be flexible. Over the years, the Partnership found that it needed to allow its structure to grow and move into new areas in response to lessons learned. Its success as a collaboration is due partly to the flexibility that accommodated this growth and development.

Keep evaluating. The Partnership has repeatedly conducted needs assessments and self-evaluation, making mid-course corrections when necessary. These evaluations were critical to understanding each partner's capacity and needs, and helped the Partnership to track and monitor changes over time. They also helped the Partnership learn how to meet its overall goals. Comprehensive assessment helped the Partnership to know when and how to move forward.

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San Francisco Child Care Facilities Fund

Description

Opening a child care facility takes hard work and know-how. It also takes money. The San Francisco Child Care Facilities Fund (CCFF) gives non-profit child care centers and family child care homes the money and know-how that they need to provide affordable, quality child care. The recipients of the assistance are providers that serve low-income children in the city and county of San Francisco.

Partners

The partnership is administered by the Low Income Housing fund, a 14- year- old non-profit financial intermediary based in San Francisco. A 23-member Program Advisory Committee guides the partnership. The CCFF Advisory Committee is comprised of the staff of the City of San Francisco Mayor's office, provider representatives, parents, child care advocates, resource and referral agencies, businesses, philanthropies, and other community members. Partners include:

- the Office of the Mayor and key departments of the City and County of San Francisco;
- the Miriam and Peter Haas Fund, a local foundation;
- Providian Financial Corporation;
- individual donors; and
- the Starting Points Initiative.

History and Development

Launched in January 1998, the CCFF is an outgrowth of the recommendations made by the San Francisco Board of Supervisors to improve child care in the city and increase availability in light of welfare reform. The Board of Supervisors allocated $200,000 annually in city general funds for the CCFF, and required the CCFF to include support for family child care providers and child care centers in its services. CCFF also must use its public funding to leverage additional funds from the private sector.

Current Activities

This year CCFF is operating as a pilot. Its three main activities are:

- ***Providing small grants to family child care providers.*** Through the Family Child Care Assistance Program (FCCAP), the CCFF awards grants ranging from $1,000 to $5,000. The grants can be used for minor renovations to meet licensing requirements or expand capacity; the purchase of healthy and safe play equipment; and renovations to make homes accessible to children with disabilities.
- ***Providing low- cost financing to non-profit child care centers through the Child Care Center Assistance Program (CCCAP).*** The purpose of this financing is to improve the quality, safety, and overall environment of centers. Funds also can be used to assist with the development, expansion, or repair of facilities. This is accomplished by supplying zero-interest pre-development mini-loans, providing loan guarantees to acquire lower-interest loans, and giving direct loans.
- ***Providing technical assistance to providers to improve business skills and enhance the capacity to manage facilities.*** In partnership with City College of San Francisco, the CCFF will offer classes in areas such as business management and appropriate environments for both family child care providers and non-profit child care centers. Topical workshops will also be held on issues such as fundraising, software,

and managing funding streams. Providers who attend classes and workshops will earn college credit through the City College collaboration.

Resources

CCFF funding comes from a variety of public and private sources. A city developer fee that has existed since 1985 earmarks public funding for CCFF. This law requires that any new office or hotel building include space for a child care center or developers must pay a fee to the Child Care Capital Fund, of which a portion goes to the CCFF. In 1998, CCFF received $600,000 from the city general fund. This is an increase from the $200,000 received in prior years. Other funders include:

- the Miriam and Peter Haas Fund ($250,000);
- Providian Financial Corporation ($400,000 over three years);
- Wells Fargo Foundation ($25,000);
- M.M Bank Sumitomo ($15,000); and
- individual donations.

Fundraising efforts have yielded $2.5 million, and the goal is to raise $10 million over the next several years.

Results

The Mayor's office will provide an annual evaluation report to the Board of Supervisors accounting for the use of public funds. The evaluation will also include a demographic analysis of how many and what types of providers received assistance and how many families benefited from the fund.

Since the first of the year, the CCFF has achieved the following results.

- With the input and support of a diverse coalition of stakeholders, the CCFF designed new grant and loan programs to meet the capital needs of child care providers.
- $100,000 in grants was awarded to 23 family child care providers. This assistance reached 234 low-income children and created 66 new slots of care in high- need areas.
- Seven predevelopment grants to new or expanding non-profit child care centers helped create 329 new child care slots for low-income children. This includes 44 infant slots and 65 after- school slots. Both types of care are in high demand.
- A partnership with the City of San Francisco for a $10 million permanent loan program will create 675 new child care spaces for low-income children over the next two years.

Drawing on its early successes, the CCFF is currently engaged in a six month strategic planning process to refine goals and develop an action plan for the coming years.

Sustaining and Replicating

The CCFF has tried to build a sustainable fund right from the start by employing several approaches. These include developing a broad base of funding by reaching out to as many potential funders as possible, both inside and outside the government, by housing it outside city government, and by involving a broad base of stakeholders and providers early on in the process. In addition, the fund will continue to receive a portion of the revenues generated from the developer fee.

Using a well-established community organization such as the Low-Income Housing Fund (LIHF) to oversee the fund is another way that the group hopes to maintain the initiative. There are several reasons why CCFF organizers chose LIHF as the administrator. First, it has many years of experience working with community organizations and community facilities to finance and renovate low-income housing. This provides it with the credibility and expertise in providing lending for child care facilities in low- income neighborhoods. Second, it provides stability over the long term as government administration officials change. Third, it is a neutral setting where both public and private partners have confidence in the administration and management of the funds.

Rather than reinvent the wheel, LIHF conducted extensive research of several outstanding child care lending models, including Maryland's Child Care Facilities Direct Loan public-private partnership, the lending programs of Self Help of North Carolina, and the Child Care Capital Fund of Massachusetts, a private program. The National Children's Facilities Network, which serves as a vehicle for information sharing and advocacy among child care lenders, was an invaluable source of information.

Lessons Learned

Develop a broad base of support. Bring in community members, parents, and providers early. Make them a part of the process and understand their needs. A broad base of support is necessary for success.

Treat the private parties as true partners. Include all parties in the planning process, rather than bringing them a completed product that needs funding.

Use a non-profit financial intermediary to administer and manage the funds. These organizations have the resources and knowledge to manage and track funds, and are less vulnerable to changes in the political structure or climate.

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Success By 6® Boston, United Way of Massachusetts Bay

Description

The goal of Success By 6® is found in its name—that every child is ready to succeed in school by age six. United Way sponsors 200 local Success By 6® initiatives across the country. The goals of Boston's Success by 6® initiative are to raise awareness about early childhood development, improve access to critical health and human services for young children and their families, and advocate public policies that enhance the lives of all children. Success By 6® Boston, an initiative of the United Way of Massachusetts Bay (UWMB), has taken a unique approach to these challenges. Through its high-level executive Leadership Council, Success By 6® Boston focuses primarily on statewide public policy to meet its goals.

Partners

The Leadership Council of Success By 6® (SB6) Boston is a 50-member voluntary committee of Boston's top leaders from a broad range of sectors. Members include:

- business executives, including the heads of BankBoston and Fleet Bank;
- city government leaders, including the Mayor of Boston;
- civic leaders;
- education leaders, including the Superintendent of Schools, the Vice Chair of the Boston Public School System, and University presidents;
- health professionals and organizations, including early childhood pediatric specialists;
- labor leaders;
- religious leaders;
- media and advertising executives;
- community-based, non-profit organization leaders; and
- law enforcement officials, including the Boston Police Commissioner.

SB6 Boston also works with a broad range of United Way partners, including child care providers, schools, parent educators, resource providers, health care providers, hospitals, churches, youth recreation, shelters, and other community and government service providers.

History and Development

In 1994, the UWMB recognized that the needs of Massachusetts' youngest children were not being met. Massachusetts needed an investment strategy that would actively involve business and government in supporting quality child care, health, and education for children from birth to age 6. The SB6 framework was adopted to help generate additional financial resources, influence public policy, and educate Massachusetts residents about the importance of healthy early childhood development.

To shape the initiative in Boston, UWMB in 1994 brought together over 200 community and business leaders to define an early childhood investment agenda for SB6. Unlike many other SB6 initiatives that focus mainly on providing direct services, the Boston SB6 created a 50-member Leadership Council, chaired by the chief executive officer of BankBoston, to push broad public investments and policies on behalf of young children. UWMB also continued to support and prioritize early childhood programs and direct services for young children and their families under the umbrella name of SB6, funded by private sources raised through UWMB fundraising.

Current Activities

The SB6 Leadership Council works with the Massachusetts State legislature to develop innovative ways to increase public funding for young children and their families.

Each year, the SB6 Leadership Council creates an early childhood public policy agenda. For the past several years, the Leadership Council's agendas have focused on improving the health status of young children and strengthening child care quality. The agendas are often established in collaboration with partner organizations, such as Health Care for All, Massachusetts Children's Trust Fund, YMCA of Massachusetts, Catholic Charities, Massachusetts Association of Day Care Agencies, Parents United for Child Care, and other advocacy groups. Leadership Council members promote the SB6 agenda through letter writing, phone calls, meetings with legislators, and by providing testimony at public hearings.

In 1997, SB6, and the Massachusetts Children's Trust Fund successfully lobbied to increase state funding for the New-Born Home Visiting programs. Funding grew from $5 million to over $7 million in fiscal year 1998.

SB6 Boston created an initiative, "Invest in Children," to sell specialty license plates in order to raise private funds to improve the quality of child care in Massachusetts. SB6 Boston crafted the legislation for this initiative and was instrumental in its passage.

The funds raised will be used by non-profit child care organizations to train providers, receive technical assistance for National Association for the Education of Young Children (NAEYC) accreditation, support parent education, and/or purchase educational materials. In addition, the United Way of Massachusetts Bay is providing $125,000 for marketing to create awareness of the license plates and the importance of quality child care.

The 1998 legislative agenda focused on the continued funding for a voluntary, universally accessible home visiting program for first-time parents under the age of 20, and advocating for a comprehensive approach to address the growing need for quality child care. SB6 also focuses on increasing funds for child care subsidies, improving the quality of child care through provider training and compensation, and expanding quality child care facilities. To date, SB6 successfully lobbied the state legislature for $16 million to increase child care subsidies.

Other current services of SB6 Boston include:

- a collaborative service program with the Department of Public Health to create and distribute Child Health Diaries to all parents of newborns statewide in order to increase child immunization rates;
- a Parent Phone Line for parenting information and referrals; and
- Volunteer Connection, a department of the United Way Massachusetts Bay, which matches volunteers with early childhood programs throughout Boston.

Resources

UWMB will disseminate $31.6 million in community grants during the 1998-1999 program year. These funds were raised through the UWMB annual fundraising campaign and foundation grants. $16.1 million in SB6 grants was awarded to 69 agencies that primarily serve young children.

In-kind support for SB6 Boston comes from the resources of the Leadership Council, such as:

- Channel 5's Community Awareness Campaign and public service announcements;
- stationery printed and provided by BankBoston;
- SB6 messages on ATM receipts of participating banks; and
- newspaper advertising space donated by the Boston Globe.

Through the formulation of public policy, SB6 generates resources for larger, state-sponsored or state-supported early childhood initiatives. For example, the Leadership Council helped secure an extra $16 million from the state legislature to increase child care subsidies for the working poor. The "Invest in Children" specialty license plate is expected to raise $2 million through sales revenue.

Results

Brandeis University's Florence Heller Graduate School for Advanced Studies in Social Welfare conducted an evaluation of SB6 Boston. Results include:

- new funds to support child care quality improvement through the specialty license plates;
- increased funding in the 1998 state budget for child care subsidies for low-income and working families;
- increased awareness about the need for additional high-quality child care facilities;
- increased name recognition for SB6 and awareness of children's issues as a result of the Community Awareness Campaign produced and aired by Channel 5; and
- improved child health outcomes from higher rates of immunization and well-child visits stimulated by the Child Health Diary Program.

Sustaining and Replicating

Since 1989, United Ways across the country have been investing in SB6 early childhood initiatives. More than 200 communities across the country have copied the SB6 model that was originally developed by the United Way of Minneapolis. The model includes raising awareness about early childhood development, improving access to critical health and human services, and lobbying for public policies that support all young children. The Boston model is successful in its use of business leadership to advance a public policy agenda.

Key elements of the SB6 Boston initiative that could be replicated include:

- engaging business leadership;
- focusing efforts on a strategically limited agenda;
- using public relations as a strategy for rewarding partners and raising awareness; and
- collaborating and forming partnerships with a variety of sectors.

In Massachusetts, SB6 Boston's Leadership Council will continue to promote policies and programs for young children by raising public and legislative awareness about children's issues and developing strategies to improve the quality of services for children. SB6 Boston will also collaborate with one of the United Way's new initiatives, Keeping Kids on Track, which focuses on youth ages 7 to 18. The United Way of Massachusetts Bay hopes to use SB6 and this new initiative to develop a continuum of services for children from birth through age 18.

SB6 Boston has created a documentary video about its work and unique structure for other communities and SB6 partnerships interested in replicating the initiative.

Lessons Learned

Have a realistic agenda. SB6 Boston has been successful in lobbying and working with legislators because it has prioritized and limited its agenda to a few key items, such as home visiting programs and increased funding for child care subsidies. SB6 leaders have found that legislators tend to be most receptive when realistic requests are made for the state's limited resources. The same practice works with the Leadership Council, which prefers a specific agenda instead of a plate of options.

Use top level leadership. SB6 Boston selected the Leadership Council keeping in mind that CEOs, presidents, superintendents, and other top-level leaders are effective messengers, particularly in the statehouse. SB6 has learned that much of its success is due to the influence of high-level leadership.

Create a win-win situation for business. SB6 Boston strategically presents business leaders to the public as model community members and supporters of children and families. Good public relations encourages further business support. In addition, SB6 found that businesses appreciate the opportunity to meet state legislators on the neutral ground of "supporting children."

Create a win-win situation for legislators. SB6 Boston has established positive, long-lasting relationships with legislators. As with business leaders, SB6 publicly recognizes legislators for

their support, and targets this publicity to legislators' most important audience: the voters. SB6 learned that a simple "thank you" letter goes a long way with legislators, and that bridge-building activities encourage continued support.

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T.E.A.C.H. Early Childhood® Project

Description

How does one improve child care? For the T.E.A.C.H. Early Childhood® Project (Teacher Education and Compensation Helps), the answer is to improve the training of child care workers. Under the T.E.A.C.H. model, additional training is linked to higher wages for child care providers. By compensating child care workers for receiving more training and education, the program works to retain child care providers and improve the quality of the child care workforce. This multi-state initiative, which was started in North Carolina by Day Care Services Association, has spread to other states, such as New York, Pennsylvania, Georgia, Florida, Illinois, Colorado, and Indiana.

Partners

Day Care Services Association in North Carolina—a non-profit service, research, and advocacy group—started the T.E.A.C.H. project. The group now serves as an umbrella agency for the multi-state program. Day Care Services Association licenses non-profit organizations and provides technical assistance for implementing the project. States wishing to implement the model apply to Day Care Services for a license. Applicants must provide information on who the stakeholders are at the state level and how support for the program will be developed in local communities. Each state also must designate a non-profit agency to administer the project. In some cases, there is consensus on where to house the project. In other cases, states issue a request for a proposal and allow organizations to compete for this work. Agencies selected to house the T.E.A.C.H. project must have the ability to serve the entire state and have a proven track record for high-quality service provision.

While the specific partners vary from state to state, they generally include community colleges, child care providers, state agencies, Head Start programs, resource and referral agencies, state licensing agencies, and cooperative extension representatives. Representatives from these groups then join together to form the statewide advisory committee. Business participation is critical as Day Care Services requires the sponsoring child care program to pay a portion of the cost for training.

History and Development

The quality of child care is a national issue that has received increasing media attention. With the advent of welfare reform and the introduction of even more parents to the workforce, the need for quality and affordable care has escalated. However, studies show that child care teachers are some of the lowest-paid workers. As a result, teachers do not remain in the field for long and the quality of child care is not what it should be.

T.E.A.C.H. was created in response to a 1989 North Carolina workforce study that examined the wages and retention of child care workers. T.E.A.C.H. addressed training and compensation issues by establishing a system to compensate providers for receiving additional education and training. As a result, the capacity of providers to deliver high-quality care has increased and retention has improved since the inception of the project.

Many states were interested in replicating the project and contacted Day Care Services, the project designer. In response, Day Care Services created a system of technical assistance support and a licensing process. In order to maintain the principles of the project and to help adapt the project to the specific situations of the different states, T.E.A.C.H. requires that: (1)

each state use the educational system in place to provide training; (2) the diversity of the workforce, including the providers' different educational levels, geographic locations (urban and rural), and settings for the care they provide (center-based and home care options), must be respected; and (3) the project must receive payments from public and private partners involved in the program.

Current Activities

Day Care Services provides technical assistance and support to each licensed state. It also works with states seeking to start the T.E.A.C.H. program. At the heart of this technical assistance is a database that keeps track of all facets of the project. The database tracks students, prints contracts with centers and universities, issues award letters and reports, and provides the information needed to track outcomes. The database is designed in a way that can be adapted to the varying circumstances in each state.

The licensing agreement mandates a series of technical assistance visits. State entities usually come to Day Care Services twice: to receive training on implementing the model and to learn to use the database. Staff from Day Care Services also usually make two site visits to each state. These technical assistance visits continue past the first year in order to share what the North Carolina project has learned in the time that they have used the T.E.A.C.H. model.

The T.E.A.C.H. project usually starts in a small area of the newly licensed state in order to work out the kinks and to help fit the model to the unique circumstances of each state. The project is then scaled up to include the entire state. This often takes several years. Once implemented, T.E.A.C.H. provides a variety of program services in various combinations in the licensed states. These include: the Child Development Associate (CDA) Credential; the Early Childhood Associate Degree Scholarship Program; the Early Childhood Bachelor Degree Scholarship Program; and an Early Childhood Model/Mentor Teacher Program (developed by the state).

Resources

Initial funding for T.E.A.C.H. is most often provided by the private sector through business and foundation support. Private partners then continue to provide resources and lobby for funding at the state level. The state and federal government may also contribute funds to expand the project throughout the state. States have been successful at garnering federal, state, and local funds for this effort, but only in North Carolina are enough funds available to cover all interested providers statewide. Part of the philosophy of T.E.A.C.H. is that all parties contribute to the financial costs of the project. Therefore, each student and his/her sponsoring child care program pays a portion of the training costs.

Day Care Services itself operates on funds provided by the State of North Carolina, licensing fees ($1500 for three years per state), and private and corporate foundation grants.

Results

It is the goal of the T.E.A.C.H. project to grow large enough to truly reform the educational system that trains child care providers and to improve the wages received by qualified providers. In North Carolina, the pilot state, systemic change has already begun to occur. Last year in North Carolina, more than 4,000 child care providers were in school through the T.E.A.C.H. Early Childhood® Project.

The T.E.A.C.H. Project has a built-in evaluation component to track progress towards the goal. Each licensee is required to maintain a database that is used to track and evaluate every facet of the initiative's activities, including a record of individuals who have received scholarships. Sites eventually do their own evaluation, but since this takes time to put into place, Day Care Services initially tracks the progress. Day Care Services also requires quarterly reports from the entity that holds the state's license.

Finally, all of the T.E.A.C.H. projects are collecting comparable data on program services and results. Day Care Services Association will be able to conduct a cross-site evaluation of the entire project with this information.

Sustaining and Replicating

Issues of sustaining and replicating the T.E.A.C.H. projects come down to one issue: funding. For the project to be successful, states must find permanent funding to compensate providers for additional training. The North Carolina experience shows that this can be done, and all of the replication sites are making progress toward taking T.E.A.C.H. statewide. However, different states have met with very different levels of success. For instance, Florida and Illinois now have funding to operate the project statewide. New York, on the other hand, is struggling to find enough funding to move out of the pilot phase.

Lessons Learned

Sue Russell, the Executive Director of Day Care Services, says that many of the lessons they have learned along the way come from the fact that the T.E.A.C.H. project began as an experiment, and very quickly grew to statewide and then national prominence. As a result, Day Care Services has had to be more reactive than proactive. In hindsight, if they were to start again, they would have spent more time early on planning for dissemination and technical assistance activities.

What Day Care Services has learned from this experience includes:

Keep focused on outcomes. As an agency, Day Care Services Association is very outcome-focused. From the start, it has kept careful track of customer satisfaction, market penetration, and performance targets (compensation, turnover rates, etc.). "Focus on outcomes," Russell says. "If your program isn't increasing education, increasing compensation, and reducing turnover, then why should it exist?"

Keep records. Careful collection and tracking of data is important to the success of the project. Initiatives should use data in every way. It is important to learn about who the workforce is initially and then what the project has accomplished.

Keep it collaborative. Make initiatives inclusive and collaborative, and then stick to those principles. Keep all players at the table to ensure that the right voices are available when needed and that the project is responsive to the needs of teachers.

Keep people informed. Use instances of success as opportunities to show off the project. When state funds are used to train providers, make sure that the legislators know and understand the results of the project.

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Texas Employer Coalition Initiatives

Description

Workers face pressure and responsibilities on and off the job. Work affects family, and family affects work. The Texas Employer Coalition Initiatives encourages employers to help employees balance their work and family responsibilities. The Texas Work and Family Clearinghouse, a part of the Texas Workforce Commission, has taken the lead in the effort to promote employer leadership in work and family issues. Initiatives exist in Austin, Corpus Christi, Dallas, Lubbock, Fort Worth, Houston, and San Antonio.

Partners

The Texas Work and Family Clearinghouse has partnered with over 600 employers to sponsor initiatives, including:

- service industries (banks, hospitals, and insurance companies);
- utilities (railroad, oil, power, and telephone companies);
- churches and church-based organizations;
- city and county governments; and
- small businesses.

History and Development

The Texas Legislature created the Texas Work and Family Clearinghouse to help employers attract and retain a diverse workforce. The Clearinghouse acts as a broker of information about work and family issues among employers, and between employers and professional work and family consultants. In 1995, the Texas Work and Family Clearinghouse Advisory Committee recognized the effectiveness of two existing employer coalitions, Corporate Hands of Houston and Corporate Champions of Tarrant County. The Advisory Committee recommended that any new money for the Work and Family Clearinghouse go toward creating similar employer coalitions in other Texas cities. When the state legislature appropriated $300,000 each year for fiscal years 1996-99, the Clearinghouse sponsored pilot projects to build employer coalitions.

Current Activities

In 1996-97 the Clearinghouse subsidized seven regional conferences on work and family issues, including child care, elder care, and community resource development. More than 600 employers from across the state attended the conferences. The conferences were designed to produce employer coalitions that would pool resources, share information, and establish a plan of action to address dependent care concerns in their communities. Each site received $5,000 for community planning around dependent care issues and for organizing a conference that reflected the specific concerns of the community. The agenda was set locally, but Clearinghouse staff helped to identify potential partners and provided follow-up technical and financial assistance. Following the conference, communities could apply for additional funds to continue the work of the newly established employer coalitions. Austin, Corpus Christi, Dallas, and Lubbock each received $25,000 to support the coalitions for an additional year.

The Work and Family Clearinghouse also supports three existing employer coalitions that serve as models for the newly established coalitions. Houston Area Network of Dependent Services (HANDS), Corporate Champions of Tarrant County, and San Antonio Smart Start each received $50,000 grants to expand their services and act as advisors to the newly established employer coalitions. The $50,000 grants were distributed through a competitive process in which applicants had to show that they had raised at least $100,000 from employers to support dependent care.

Resources

The Texas Work and Family Clearinghouse receives $300,000 from state general revenue funds for employer coalition initiatives each year. Funding began in 1996 and will continue through 1999. The Clearinghouse awards grants to local community organizations that are responsible for building and sustaining the employer coalition. The groups receiving awards range from local child care resource and referral agencies, to private non-profit organizations, to local governments.

Results

The Texas Work and Family Clearinghouse receives quarterly reports from the local employer coalitions to monitor their activity. In January 1999, the Clearinghouse will release a report that assesses the return on the investment in building the employer coalitions. The report will measure the number of child care slots created, the number of centers that received national accreditation, and the active participation of employers in the coalition.

In 1997, the Clearinghouse conducted a telephone survey of employers involved in the coalitions. The survey included special outreach to employers who were no longer active in the coalition, in order to improve participation. Survey responses confirmed that building stable coalitions takes many years and a long-term commitment from the state.

The three employer groups that existed prior to 1997 are already seeing the return on their investments. In San Antonio, the group used its state grant for a public awareness campaign and raised twenty times the grant amount in additional funds. In Tarrant County (Fort Worth), the employer coalition used funds to provide technical assistance to nine child care centers and twelve family day homes. As a result of this help, the centers and homes received national accreditation. In Houston, the grant was used to recruit new employer-members with specially designed materials that target small and medium-sized businesses.

Sustaining and Replicating

State funding for the employer coalitions is guaranteed through fiscal year 1999. Additional funding raised after 1999 will allow the Texas Work and Family Clearinghouse to build more employer coalitions, but the goal is to make the existing coalitions self-sustaining by 1999. The state grants were intended to provide the necessary administrative funding to build and stabilize the coalitions, not to provide ongoing support. Future funds will go to maintaining the communication network among existing employer coalitions and, to the extent possible, providing incentive grants for new communities to develop employer coalitions.

The Texas Work and Family Clearinghouse encourages employer coalitions to work together and learn from one another's successes and failures. Corporate Hands of Houston and Corporate Champions of Tarrant County were the initial models, but now the Clearinghouse facilitates a network among the coalitions to encourage an exchange of information and best practices.

Lessons Learned

Let the employers lead. Successful employer coalitions have employers taking a leadership role and ownership for the success of the coalition. A local government agency started one employer coalition and was less successful than the others because employers saw it as a public-sector initiative. The coalition was more successful when a non-profit organization began administering the funds. Government can act as a catalyst, but private-sector employers must take ownership.

Encourage networking and mentoring through face-to-face meetings. The Texas Work and Family Clearinghouse funded three established employer coalitions to serve as mentors for the new coalitions and to build a network among the coalitions. Networks are effective when the participants trust each other and value each other's advice. Face-to-face meetings and conferences are necessary to build this trust and respect.

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